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ABSTRACT

Designed to provide useful information on women in the military, this kit is intended for students, teachers, guidance counselors, parents, policy officials, women's studies programs, librarians, and those interested in the changing role of women. The first section includes a paper on Common Misconceptions about Women in the Military and issue papers addressing such topics as women and the draft, women in combat, and minority women in the military. The next section provides brief descriptions of each branch of the service (Army, Navy, Air Force, Marine Corps, Coast Guard) and comparative information on ranks and policies toward women. Ideas and strategies for effecting change in the military as well as information about organizations that may provide assistance are also included. Additional resource materials are identified in two bibliographies: a special annotated bibliography on women in the military for young readers (Women Are Patriots, Too!) and another for guidance counselors (Selected Bibliography on Choosing a Military Career), which has some annotations. A listing of key addresses to write for information on military subjects is also provided. (YLB)

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A WEAL Fund Kit

Women and the Military

The military is one of the largest providers of education, job training and employment in American society—far larger than any school system, university, corporation or government agency. If women are denied opportunities in the military simply because they are women, this is a serious injustice and a loss to the nation.

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March 1980

Dear Colleague:

The military is one of the largest providers of education, job training and employment in American society. If women are denied opportunities in the military simply because they are women, this is a serious injustice and a loss to the nation. In spite of recent changes mandated by Congress and the courts which enable women to attend the military academies and serve temporary duty aboard certain ships, the military is not an equal opportunity employer when it comes to women. Faced with declining numbers of 18-year old males from which to recruit volunteers, the military must choose between accepting more women in the ranks or returning to the draft, a move which is unpopular on Capitol Hill and throughout the country. So the military is trying to recruit more women, and it is estimated that in 1980, 110,000 women (thus comprising 11% of the armed forces) will serve in the military. This will happen regardless of whether or not the Equal Rights Amendment is ratified by the remaining states, and regardless of whether or not women are required to register for the draft.

The real question then becomes whether or not the women who do serve in the military have access to the same benefits and opportunities as their male peers. At this time, discrimination on the basis of sex is common throughout the military. To cite just one example, there is an arbitrary ceiling on the number of women who can be awarded four-year Army ROTC scholarships, 150 in 1979-80. Young men compete for 1000 such scholarships. Discrimination of this sort is rampant in the military and particularly injurious to poor and disadvantaged women whose routes to upward mobility are severely limited.

If the goal of the women's movement is to remove barriers and obstacles so that women can freely choose among the widest possible range of options, then we must also focus some attention and devote some energy to improving the status of women in the military. This arena is one of the largest and most powerful in America and as long as women are excluded from or allowed only limited participation in this sector, women are denied full participation in the mainstream of economic life. If it is reasonable to advocate that women be represented in greater numbers in high level positions in corporations and academia, in legislative bodies, in executive agencies, and in the judiciary, then it is no less logical to expect that women should serve as members of the Joint Chiefs of Staff or as civilian cabinet members at the head of various branches of the armed services.

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Military service is a duty of all citizens, not just the responsibility of the male half of our population. And in the arguments about why women shouldn't serve in the military, one hears echoes of the old arguments about why women shouldn't enter the voting booth or the jury box. Having won the right to vote and to serve on juries, American women still remain second class citizens for they cannot share the awesome burden of defending this nation.

It is my hope that this Kit will provide some useful information to stimulate discussion and debate that will lead to institutional change. Included in the Kit you will find "Common Misconceptions About Women in the Military" and issue papers addressing topics such as women and the draft, women in combat, and minority women in the military. In addition, there is comparative information about careers for women in each branch of the service and addresses to which one can write for additional information.

The Kit also includes some ideas and strategies for effecting change in the military as well as information about organizations that may provide assistance. Additional resource materials are identified in three bibliographies--a general one that is annotated, another for guidance counselors, and a special bibliography on women in the military for young readers.

Many individuals contributed to the development and production of this Kit. Arvonne Fraser deserves special appreciation for persuading WEAL Fund to work on this important subject. And Lorraine Underwood, as consultant to this project, played a major role in giving the effort focus and direction. She researched and wrote most of the contents and never seemed to tire of digging up facts and synthesizing them into coherent statements. Her vast knowledge of the subject was invaluable.

Many WEAL Fund interns -- too many to name them all -- helped work on this Kit. Grace King was the first of these and deserves special recognition for her enthusiasm and her willingness to share the information and experiences she acquired in her own military career. Maxine Forman's work in recruiting and selecting these able individuals from all around the country and in the general administration of the program was invaluable. Betty Garrett, also of the intern program staff, gets credit for cheerfully handling the many details involved in the production of such a Kit.

Mariam Chamberlain, our program officer at the Ford Foundation, deserves very special appreciation for her support and encouragement of this work. And finally, a big thank you to Margaret Standish and the Playboy Foundation for printing this Kit. This acknowledgement of support should not be construed as official foundation endorsement of opinions expressed in these materials.

Sincerely,

Carol Parr

Carol Parr

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September 1979

COMMON MISCONCEPTIONS ABOUT WOMEN IN THE MILITARY

MYTH: Women do not want to join the armed forces.

FACT: "The percentage of women who show an interest in the armed services under current conditions closely parallels the number of men who are interested in joining."
(Air Force Times, July 17, 1979, p. 21.)

MYTH: The military doesn't need women.

FACT: "By 1992 the number of 18 year old males will drop by 25%, however, the size of the eligibility pool could practically be doubled each year simply by moving toward equality for women in the military."
(Wall Street Journal, June 25, 1979, p. 4.)

MYTH: Women have not served in the armed forces in significant numbers.

FACT: The Navy and Marine Corps accepted 23,000 women for active duty during World War I.
(DACOWITS meeting, November 14-18, 1976, p. D-3.)

A total of 350,000 women served in the four services in World War II.
(Martin Binkin and Shirley J. Bach, Women and the Military, The Brookings Institution, Washington, DC, 1977.)

At the height of the Vietnam War in 1968, the strength of women in the armed forces reached 33,000.
(DACOWITS meeting, November 14-18, 1976, p. D-9.)

Currently, there are 133,000 women in the military.
(Public Affairs Office, Defense News Branch, Department of Defense, July 1979.)

MYTH: Women have never been involved in a war and don't know how rugged war really is.

FACT: "During World War I, women served in the Army as nurses and telephone operators in hostile fire zones."

"American military women landed on the beaches at Normandy, France, as part of the D-day allied invasion. Army women travelled with the Fifth Army close to the front lines during the invasion of Italy. Army women also served in the South Pacific and North Africa. They received many military decorations for bravery including the Purple Heart--awarded to those wounded by enemy fire."

"Nearly 100 Army and Navy nurses were prisoners of war for three years in the Philippines during World War II."

"Over 7,000 women served their country in Southeast Asia during the Vietnam War and received combat pay. Some of these military women died as a result of enemy action."
(Lorraine Underwood, "Women in Combat," WEAL Fund, June 1979.)

MYTH: Women want to join the military to find a husband.

FACT: When naval recruits were surveyed about their motivations to enter the service, the majority (62% women, 60% men) listed the acquisition of a job skill as a primary reason for enlistment.
(Edna J. Hunter and Carol B. Million, Women in a Changing Military. U.S. Naval Institute Proceedings, July 1977, p. 52.)

MYTH: Military women lose too much time because of pregnancies.

FACT: Women are no longer automatically discharged from the military for pregnancy as they were up until two years ago.

In 1977 Senator Proxmire said, "[in the military] women lose less time on the job, .62% of days, (mainly due to pregnancy) while men lose 1.10% of days mainly due to desertion, alcoholism and drug abuse."
(Hearings on the Role of Women in the Military." September 1, 1977, p. 22.)

MYTH: Military women lose too much time due to menstrual problems.

FACT: A survey of the labor force revealed that women lost an average of one-tenth of a day of work each year, from conditions related to menstruation. There is little or no problem among healthy women and women in the military services are well above the national average in health.
(Martin Blumenson, "Women Move Out," Army Magazine, February, 1978.)

MYTH: Women do not have the physical capabilities to perform tasks in the military.

FACT: Much of the difference between the physical strength and endurance of males and females is due to social conditioning rather than inherent physical strength.
(Richard Knox, "Growing Pains for Women Cadets," Boston Globe, June 19, 1978.)

MYTH: All noncombat jobs are open to women in the military.

FACT: There is a ceiling on the number of women allowed in each military job category.

In the Army 175,000 jobs, one-third of all enlisted jobs, could be filled by women--more than a threefold increase in the goal set by the Army for FY 1982.

Women could compete for 363,000 jobs, out of a total of 477,000 enlisted jobs, in the Air Force without violating current policies prohibiting women from flying combat aircraft. When overseas housing shortages for single women are alleviated, 94% of all Air Force jobs could be open to women.
(Martin Binkin and Shirley J. Bach, Women in the Military. The Brookings Institution, Washington, DC, 1977, pp. 105-107.)

MYTH: All combat soldiers fight in foxholes on battlefields.

FACT: "As warfare becomes more technical, most 'soldiers' never see combat. Today only 1 out of 10 persons in the military service are in combat. Even in combat zones, many jobs of logistic and combat support are no different or more difficult than the work done in non-combat zones."
(From a speech by Representative Donald Fraser, U.S. House of Representatives, 1972.)

MYTH: Women are by nature noncombatants.

FACT: "When I was in Southeast Asia during the Vietnam War, I found that among the most vicious fighters were the Viet Cong women."
(Adm. Elmo M. Zumwalt, former Chief of Naval Operations, quoted from "Should Women Be Combat Soldiers?" by Phil Stanford, Parade Magazine, June 26, 1977.)

A woman, Jo Duden, was the top ranking student in her class at the Marine combat training school in Quantico, Virginia in 1978. the 1100 hour training program includes instruction in tactics, weapons, mapping, land navigation, leadership, field engineering, marksmanship, and chemical and nuclear warfare.
(Washington Star, September 16, 1978, p. 1.)

MYTH: If you put men and women together in the military no work will get done and discipline will erode.

FACT: "Anytime you have men and women together, one of the first things people think about is sex. I think that has been overplayed. A ship is a small contained environment, heavily controlled. That problem will be of far less magnitude than you'd find on the beach."

(Capt. Harry Spencer, skipper of the USS Vulcan, one of the ships to add women to its crew, quoted in the New York Times, August 7, 1978, p. A7.)

MYTH: Having mixed sex units will destroy their efficiency.

FACT: An Army study has found that women soldiers can make up at least 35% of many noncombat units without altering unit performance. In fact, units with 35% women performed better in the study than units with 15% women.

(Women Content in Unit Force Development Test [MAX-WAC], U.S. Army Research Institute for the Behavioral and Social Sciences, October 1977.)

MYTH: Navy wives will object to their husbands serving on board ships with female naval personnel.

FACT: According to one San Diego poll, nearly 90% of both Navy wives and women think active-duty women should be allowed to work at any job they are capable of performing.

(San Diego Union, September 23, 1977.)

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WOMEN AND THE DRAFT

by

THE HONORABLE YVONNE BRATHWAITE BURKE

Critics of the Equal Rights Amendment contend that ratification of the ERA will result in women being subject to the military draft and having to fight in the frontlines of any future war. With or without the ERA, it is very difficult to postulate in this era that women should not be drafted into a peacetime Army.

I recently joined a number of my colleagues on a trip to the Canal Zone where U.S. negotiators were discussing the terms of a new treaty with Panama. As we prepared to tour the Canal the crew, charged with operating the 40 foot cruiser we used, were introduced to us. We were told that the boat had been overhauled the day before. The seaman who had completed the job stood with pride.

What made this experience unique was the fact that the mechanic and other members of the crew were efficient, confident and all female.

Just as women can well man ships, I am sure that there are many other non-traditional jobs that they can do very well. The new Navy, like the new Army, has women serving in many capacities which require varying degrees of skills and leadership. When the academies were opened to women, I anticipated that women would soon move to head many important command positions within our armed forces.

Not only are these women providing valuable service to the military, they are, at the same time, developing useful skills which they can use upon completion of their enlistment.

Recently, General Bernard W. Rogers, Army Chief of Staff, told the Senate Armed Services Committee that it may be necessary to reactivate the draft if Army reserve strengths continue to decline. The General

stated that it may be necessary to spend as much as $750 million a year in inducements to avoid a draft. In the event of an emergency, he stated that it might take as long as seven months before new personnel could be combat ready.

The extent to which American Armed Forces are prepared to meet any real emergency is of great concern to us all and must be given serious and thoughtful consideration.

Few people outside the military, however, would like to see the nation return to a system of conscription to fulfill the manpower needs of the Armed Services.

For the record, I am opposed to the draft. If we must reactivate the draft then I would prefer a system of universal conscription for military and other forms of service.

In Israel, every unmarried woman, at the age of 18, serves 20 months of regular Army duty serving as soldier-police, border guards or teachers in border settlements. While it is generally acknowledged that they are there for defense purposes only, most are well prepared for combat.

In China, women serve in the Peoples Liberation Army with near equality with men. They serve as cooks, mechanics, truck drivers, nurses and in other capacities and are prepared for combat in the frontlines in the event of war.

One of the biggest complaints I receive from men and women on the question of drafting women concerns the conscription of women with children. I do not believe that women or men with children should be drafted. Nor do I believe that married persons and those legitimately completing post-secondary educations should be drafted except in times of war.

I do not believe that women should be forced to fight in the frontlines. In fact, I am not sure that anyone should be forced to fight who is not individually motivated to do so.

Furthermore, I find it very difficult to accept the fact that today, if war were declared, it would be fought by those who serve in the all volunteer Army which consists of a disproportionate number of minorities and others who do not have the means to withstand the economic recession we have just experienced. In the Black community many young people opt for enlistment in the service because they have little or no opportunities for jobs or to obtain an education beyond the high school level.

A system of universal conscription would require all able bodied young people, male and female, to give at least one or two years service to their country through enrollment in the armed services or in programs which provide useful services at home or abroad such as in an expanded VISTA or Peace Corps program.

Individuals wishing to defer their services until after graduation from college or professional school could do so. The additional education and training would simply increase the value of their services. For example, it would be substantially beneficial to the nation to have doctors, nurses and other medically trained personnel working in hard-pressed urban or rural areas of America and in underdeveloped nations to care for the poor and in helping develop new standards of health and nutrition for the poor. Other specialized services could also be rendered such as providing legal counsel to the poor; improving reading and computation skills of young children; staffing undermanned hospitals and libraries and developing solutions to the problems associated with energy and the environment. Those without college training could serve as teachers aides in the public schools; assist in recreation programs and day care centers; and assist with a number of other problems which normally result from shortages of available public service personnel.

The contribution to American society and underdeveloped countries would more than justify the costs for such programs, the benefits of which might be less youth crime and a reduction in the rate of youth unemployment which in some Black areas run as high as 60 percent.

In the same manner that we have forged ahead to make general improvements in our society and to extend equal opportunity to all citizens, I foresee a totally integrated new Army with men and women sharing equally the responsibilities and benefits of military or social service.

In the past, few women have enjoyed the benefits of the G.I. Bill, veteran preferences on Civil Service examinations, or V.A.-approved loans in the purchase of homes unless their husbands were veterans. This will all change and the major beneficiaries of this change will be all of us.

May 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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WOMEN IN COMBAT

by

Lorraine Underwood

The word combat conjures up images of brave, brawny men, fifty-pound packs on their backs, trudging through mud flats, jungles and rice paddies, aiming rifles at savage enemy hordes. John Wayne movies have made this image of the combat soldier one of our most deeply-felt cultural myths. And myth it is. So powerful a myth that the words women in combat conjure up another--distressing--image. One Army general put it, "Women with rifles and fixed bayonets holding a forward position gives me heartburn." Others may not be so candid, but it is significant that the very thought of women in combat can cause physical illness in our military leaders.

Feminists who want to expand opportunties for women in the military by opening combat jobs are portrayed by the media, the military and the anti-ERA groups as vicious viragos who desire equality at any cost. Why is women in combat such an emotional issue? Why do feminists want combat jobs opened to women? Why is the military so opposed to putting women in combat jobs?

DEFINITION OF COMBAT

In order to answer those questions, we need to know what the word combat means. Webster's New World Dictionary defines combat as:

> 1. armed fighting; battle. 2. any struggle or conflict; strife.

The Defense Department defines combat as:

> Engaging an enemy or being engaged by an enemy in armed conflict. Under current practices, a person is considered to be "in combat" when he or she is in a geographic area designated as a combat/hostile fire zone by the Secretary of Defense.

Combat sounds like no place for a woman, right?

Wrong! The Defense Department also states:

> Women have received hostile fire pay and combat awards in past conflicts. Women have served in combat in many skills during World War II, Korea, and Vietnam. Army nurses have served in combat for over a hundred years, although they and other medical personnel are considered noncombatants.

Now, wait a minute! Women have served in combat? What would General Patton, Audie Murphy and John Wayne say if they heard that? But there it is. The Pentagon admits that women have not only served in combat but have received combat awards, and they add:

> Since the word combat has historically been used to include such a broad range of activities, the Department of Defense does not believe that the term provides a useful basis for expanding opportunities for women in the service.

The phrases "broad range of activities" and "geographic area designated as a hostile fire zone" imply that the word <u>combat</u> means much more than simply carrying a rifle and fighting.

WOMEN HAVE SERVED IN COMBAT

> After I got back from Vietnam, they told me women couldn't serve in combat!
>
> Lt. Col. Verna Kellog, U.S. Air Force

So women have been in combat. What have women done in combat? Where have they been in combat?

- Women such as Deborah Sampson disguised themselves as men, enlisted and fought in the American Revolution.
- Molly Pitcher and Margaret Corbin went into battle to help their husbands during the Revolution. When their husbands were killed, they and many other women like them, took over the cannons and continued to fight.
- Over 400 women, some disguised as men and some accepted by their regiments as women, fought in the Civil War--in both the Union and Confederate Armies.
- Thousands of women--nurses and doctors--risked their lives treating soldiers on the Civil War battle fields.

- During World War I women served in the Army as nurses and telephone operators in hostile fire zones.

- During World War II, 200,000 military women in the Army, Navy, Marine Corps and Coast Guard served as nurses, mechanics, truck drivers, parachute riggers, typists, radio operators, technicians and air traffic controllers. They performed bravely and competently under hostile fire.

- American military women landed on the beaches at Normandy, France as part of the "D-Day" allied invasion. Army women travelled with the Fifth Army close to the front lines during the invasion of Italy. Army women also served in the South Pacific and North Africa. They received many military decorations for bravery, including the Purple Heart--awarded to those wounded by enemy fire.

- Nearly 100 Army and Navy nurses were prisoners of war for three years in the Philippines during World War II.

- Over 7,000 women served their country in Southeast Asia during the Vietnam War and received combat pay. Some of these military women died as a result of enemy action.

What about women in the military today? Could they be exposed to combat? Army, Navy and Air Force nurses could be exposed to enemy fire in a future war just as they have been in the past. If there is another shooting war, Army women will probably see combat, be fired upon and be involved in defending their units.

Women have served in combat in the past and probably will serve in combat in the future. Then what is all the fuss about? Why are generals getting heartburn? Why are feminists agitating to open up combat jobs to women? Why has Senator Proxmire accused military officials of "dragging their heels" in expanding opportunities for women?

LAWS LIMIT WOMEN

> An example of so-called protective legislation that adversely affects the very group it is designed to protect is the legal prohibition against using women in combat. Women are prevented from entering high-risk-taking positions in the military which lead to high level, resource-wielding positions.
>
> Jean Lipman-Blumen

The myth says that women do not serve in combat in the United States Armed Forces. The facts are not widely known. The myth is supported by limitations placed on women's participation in combat--and these differ

for every branch of the Armed Forces. To further complicate matters, the rules for nurses are different from the rules for other military women.

Federal laws state that women may not serve in certain combat jobs in the Navy and Air Force. Section 8549 of Title X, United States Code states:

> Female members of the Air Force . . . may not be assigned to duty in aircraft engaged in combat missions.

That law was passed in 1948 and is still in effect today.

The law which applied to Navy women, Section 6015 of Title X, United States Code, also passed in 1948, states:

> Women may not be assigned to duty in aircraft that are engaged in combat missions nor may they be assigned to duty on vessels of the Navy other than hospital ships and transports.

That law was declared unconstitutional on July 26, 1978 by U.S. District Court Senior Judge John Sirica. He ruled that the law irrationally closes off to all Navy women the job training and advancement opportunities available to men. The Judge's decision appears to open the door to sea duty for women.

What impact will Judge Sirica's decision have on opportunities for Navy women? This is not yet clear because the Navy has proposed a slight modification to Section 6015 which has been enacted into law. The law states:

> Women may not be assigned to vessels or aircraft that are engaged in combat missions nor may they be assigned to other than temporary duty on vessels of the Navy except for hospital ships and transports, and vessels of a similar classification not expected to be assigned combat missions.

This will open some sea duty to Navy women but will continue to bar them from combat.

THE ARMY: A SPECIAL CASE

There is no law prohibiting Army women from serving in combat. Army women are now serving in units that may be in combat in a future war. The Army by regulation prohibits women from serving in certain combat jobs. Army policy concerning women is:

> Women will not be assigned to combat arms units, units whose primary mission is to engage and inflict casualties on the enemy, and units that habitually operate where close combat is likely.

Since the Army has no law governing the assignment of women, why did it establish this policy? The Army bases the policy on the laws prohibiting Air Force and Navy women from serving in combat. Army officials believe that those laws express the will of Congress and apply by extension to the Army.

> Women are not protected from caring for high-risk-takers close to the front lines in the nursing role characterized by lower pay, lower status, less resource availability, less decision-making power.
>
> Jean Lipman-Blumen

The laws and regulations which prohibit women from serving in combat do not apply to a special group of women--nurses. It is all right for Army, Navy, and Air Force nurses to work in field hospitals, on the battle field. It is all right for nurses to be killed and be taken prisoner. The military medical care system would be in deep trouble if female nurses were barred from combat zones.

FEW OPPORTUNITIES FOR WOMEN

The effect of the laws regulations, policies and traditions concerning women in the military is this:

- The definition of combat is periodically changed by the Armed Services;
- Sometimes women can serve in combat, sometimes they cannot;
- Some military jobs are labelled combat, others are not;
- Women in certain jobs can serve in combat, women in other jobs cannot;
- Women can serve in certain combat units at certain times, at other times they cannot.

This is all perfectly clear and logical--to the military leadership!

What does this mean to women in the military? How does this affect women who would like to enter the military? How does this "now-you-can-but-now-you-can't-policy" affect opportunities, assignments and careers for women in the Armed Forces?

A WOMAN IN THE AIR FORCE CAN DO ANYTHING BUT FLY

The Air Force expects pilots and navigators to be available for combat flights so virtually all of these jobs--40 percent of Air Force officer positions--are closed to women. As a result, only 6 percent of Air Force

officers are women and 2/3 of them are nurses. The pilots and navigators are the VIPs of the Air Force--they are considered leaders and have the best opportunities for promotion. Exclusion from these prestigious jobs severely limits the careers of women officers. Only one woman--Jeanne Holm--has ever reached the rank of Major General in the Air Force. The exclusion from pilot training also affects women's civilian career opportunities. Have you ever wondered why there are so few female airline pilots? Airline pilots--most of them--receive their training in the military at taxpayer expense. Women have been unable to get military training for this highly-paid profession.

The Air Force could open 94 percent of its enlisted positions to women--only 6 percent of its enlisted positions are designated combat. However, the Air Force uses the law as an excuse to limit women to only 15 percent of its enlisted personnel. The result is that technical training in such fields as electronics, aircraft maintenance and repair, computer operations, communications and radar systems operations are available to only a few hundred fortunate women--and to hundreds of thousands of men. The Airforce has more men than women even in traditional female fields--secretarial, clerical, personnel and medical specialties--because of its quota on women.

The exclusion of women from combat in the Air Force is hard to justify. Combat in the Air Force means flying or navigating an aircraft--not carrying a rifle and slogging through the trenches. Women have long ago proved themselves capable of flying any type of aircraft under adverse conditions. It should not be necessary to mention Amelia Earhart, Jacqueline Cochran and the Women's Air Service Pilots (WASPs) of World War II.

"But," skeptics will exclaim, "pilots shoot down enemy aircraft, drop bombs, get shot down and taken prisoner! Should women be exposed to such dangers?" The answer is that pilots and navigators are all volunteers. They are not drafted. In fact, there is a great deal of competition for such jobs. Is there any reason that women should not be allowed to volunteer and compete for those positions? Shouldn't adult women decide for themselves that they want to accept the risks involved?

WOMEN IN THE NAVY: DRY-DOCKED SAILORS

Opportunities for women in the Navy are the most limited of all the services. Until Section 6015 was ruled unconstitutional, all seagoing jobs were closed to women. Women have thus been excluded from the essential mission of the Navy. Everyone in the Navy--male and female--is called a sailor. But being a sailor who cannot go to sea is like being a doctor who cannot touch a patient. The law forbidding women from serving on vessels of the Navy has created ludicrous problems for Navy women, such as:

- A Navy woman cannot set foot on a Navy ship unless invited as a guest by the Captain--just like a civilian woman;

- Female Navy pilots are not allowed to hover over or land on Navy ships--even if necessary to do their jobs;

- Navy women who repair equipment and computers cannot go on board ship to do their jobs. Civilian women, however, are allowed to board to do the necessary repair work;

- Navy women must pass examinations for promotions testing knowledge of shipboard equipment they have never seen;

- The most prized assignment for ambitious Naval officers is command of a sea-going vessel. Women officers cannot receive such assignments. They are thus denied the most challenging jobs, opportunities for promotion and high rank;

- Most good jobs in the Navy require sea experience. Since women cannot get sea experience, they get the least desirable jobs on shore.

Statistics further clarify the lack of opportunity for women in the Navy. Only 6 percent of Navy officers and 4 percent of enlisted personnel are women. Most female officers are nurses. Only one Navy woman has ever reached the rank of admiral in thirty years. According to Jill Laurie Goodman, attorney formerly with the American Civil Liberties Union:

> The experiences of Navy women show that equality of opportunity is impossible so long as a restriction as fundamental as that barring women from ships remains. Such restrictions necessarily generate further restrictions and quotas which drastically limit opportunities for training, education, assignments, and promotions.

She concludes, "Partial integration does not work."

Will the amended version of Section 6015 allow <u>full integration</u> of men and women in the Navy? Apparently not. The new law will allow only <u>temporary</u> assignment of women to ships not involved in combat missions--for training and support functions. This provision will allow female pilots to land on ships, female cadets at the Naval Academy to participate in shipboard training and female repair personnel to go aboard ships. However, when a Navy vessel is given a combat mission, any women assigned will be pulled off the ship. The commander of the ship will know that some of the workers needed--the women--won't be there during a combat mission. Will Navy women be viewed as full and equal participants under such conditions?

The law also allows the permanent assignment of women to ships not expected to engage in combat. Very few Navy ships fit that category. Female officers will have limited opportunity to command ships.

Women in the Navy will still be barred from combat under the new law. What is combat in the Navy? Combat in the Navy means performance of any Navy job--typist, medical specialist, photographer, electrician--in any vessel of the Navy which deploys on the high seas. In the Navy, as in the Air Force, the bayonet-wielding image of combat does not correspond to reality. It is true that during wartime Navy ships are fired upon and sometimes sunk. However, the U.S. Navy has not engaged in large-scale sea battles since World War II. During the Vietnam War, combat duty on a Navy ship--a job forbidden women--was safer than office work in Saigon and nursing in Pleiku--jobs open to women. Men who volunteer for the Navy know and accept the risks. Some pick the Navy because it is not as dangerous as the Army. Women are currently not allowed to volunteer for the relative safety of Navy combat. Yet they are allowed to volunteer for the far more dangerous non-combat jobs in the Army.

WOMEN IN THE ARMY -- "A WAC IS A SOLDIER, TOO!"

The Army has great flexibility in the assignment of women because there is not a law forbidding Army women from serving in combat. How has the Army used this flexibility?

- The Army proudly proclaims that 90 percent of its jobs are open to women;
- All Army jobs except direct combat jobs--carrying a rifle, driving a tank, firing artillery weapons--are open to women;
- All Army jobs in direct combat units are closed to women. This means that a woman cannot fill any job--such as clerk, typist, truck driver or mechanic--in an infantry, artillery, armor or other fighting unit;
- Women can perform Army jobs in units that will operate close to the front lines in a war zone.

Those policies appear to allow fantastic opportunities for women in the Army. Because they are not limited by law, Army women perform a wider variety of jobs and have better career opportunities than women in the other services. The Army has had six women generals and one of them, Mary Clark, was recently selected for promotion to Major General. However, the Army still places many limitations, restrictions and exceptions on its "open-door policy" for women. Ninety percent of Army jobs open to women means in fact ten percent of Army vacancies are actually available to women! The excuse is combat.

The Army admits that some Army women will be engaged in combat in a future war. According to present plans, Army women who serve in combat support units may find themselves close to the front lines in a war zone. Army women now receive the same basic training as men--including training in tactical techniques, strenuous physical training, and hand grenade, rifle and other weapons instruction. Yet the Army continues to insist that women are not allowed in combat.

It is interesting that the combat roles considered to be the more glamorous and glorious--fighter pilots, Navy commanders, submariners--are forbidden to women by law. There is no law keeping women out of the foxholes. The Army could put women into combat jobs and units tomorrow. The fact that the Army did put women into combat units in 1971--and then inexplicably pulled them out in 1974--is a good example of the Army's freedom to assign women as it sees fit.*

> Women are completely equal with men and do everything men can . . . Women will not be placed in combat roles.
>
> Department of Defense
> Commander's Digest, November 1973

> All animals are equal . . .
> Some are more equal than others.
>
> George Orwell
> Animal Farm

The laws and regulations precluding women from serving in combat differ in their impact on each branch of the Armed Forces. However, the overall impact is substantial and can be easily summarized. The effect on women is:

- Exclusion from participation in the essential role of the military;
- Limitations on the percentage of women allowed to serve in the military;
- Limitations on the kinds of jobs women are allowed to perform;
- Limitations on the kinds of units in which women are allowed to serve;
- Limitations on women's opportunities for assignments, promotions, training and education.

Women in the military have not yet progressed beyond tokenism. Until women are allowed full and equal participation, they will remain second-class citizens in the armed forces.

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* Documented in Martin Binkin and Shirley Bach, Women and the Military (Washington, D.C.: Brookings Institution, 1977), p. 105. The Army also opened Air Defense Artillery in 1973, closed it in 1974, and reopened it in 1977.

ADMISSION INTO THE MILITARY*

The combat exclusion policy limits women's career potential and opportunities for admission into the military. The armed forces take in about 400,000 new recruits every year; only about 35,000 are women. Young women are eager to enter the military and take advantage of the pay, training, careers, travel and educational opportunities. Because of the quotas on women, there are many more women trying to enlist than places for them. At the same time, the military has spaces for many more young men than they are able to attract. As a result, women who wish to enter the military encounter the following barriers:

- Women have to be high school graduates, men do not;
- Women must score much higher on enlistment tests than men to be accepted;
- Women who wish to become officers also must meet higher intellectual standards than men;
- Enlistment exams test knowledge of subjects familiar to men but not to women, such as automotive information, electronics information, and mechanical comprehension;
- Women are put on a waiting list, men enter the military immediately;
- Periodically, certain fields are closed to women, but not to men.

The overall effect is that women in the military are on the average much smarter and better educated than men in the military.

If the armed forces were to publish an honest recruiting ad, it might look like this:

HELP WANTED: U.S. ARMED FORCES--AN EQUAL OPPORTUNITY EMPLOYER M/F

HELP WANTED, MALE: 17-35
Intelligent, high-school graduates preferred. Big, strong, high-school dropouts accepted. Unlimited opportunities for training, education and promotion. Contact your local Army, Navy or Air Force Recruiter.

HELP WANTED, FEMALE: 17-35
Only intelligent, literate, high-school graduates need apply. Some jobs not open to women. Opportunities for advancement limited. Prefer women willing to work twice as hard as men to get half as far. Contact your local Army, Navy or Air Force Recruiter.

* On May 18, 1979, the Army announced that it was establishing equal enlistment standards for women and men. This change was made because the Army had been unable to recruit the numbers of women it needed and because of a class action lawsuit brought by women who claimed that the higher enlistment standards were discriminatory.

WHAT IS NEEDED?

What could be done to change those recruiting ads? First, Congress could repeal the laws which keep women off Navy ships and Air Force planes. Second, the armed forces could assign men and women according to ability instead of sex-typing jobs. This would mean opening combat jobs to women capable of performing them. It would also mean giving more women a chance to repair helicopters, program computers, type correspondence, drive trucks and operate switchboards. It would mean opening up the male domain of the military to women.

What would be accomplished by opening up the military to women? Women would gain the opportunity to compete for job training, career opportunities, and fringe benefits such as education, medical care and veterans' preferences in civil service employment. Our nation's defense system would gain the talents and skills of the 50 percent of its young people who have been arbitrarily excluded. We would have a more effective, efficient military force--with a higher educational level--if women were accepted on an equal basis with men.

What would be lost by opening up the military to women? The John Wayne mystique of combat and the military as an all-male preserve would die. The death of those myths--and the glorification of war embodied in them--might not be so bad.

June 1979

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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MINORITY WOMEN AND THE MILITARY

by

Lorraine Underwood

Crispus Attucks, a black man, was the first American killed resisting the British in the American Revolution. He died in the Boston Massacre of 1770. Who was the first black woman to serve this country in time of war? We do not know. The role played by blacks, women and other minorities in the armed forces has been neglected by historians until recently. The civil rights movement of the 1960s led to a reevaluation of the contributions made by Black Americans to the military. The women's rights movement has awakened interest in the contributions of women to the military. Unfortunately, historical studies about blacks focus on black men; studies about women focus on white women. Black women fall through the cracks or are covered in a footnote. Information about Hispanic, Native American, Asian-American and other minority women is even more difficult to find.

Since historians have ignored the role of minorities and women in war, it is easy for people to assume that patriotism, and the desire to defend one's country during war are qualities found only in white males. The rare bits of information that are available demonstrate that this is not the case. Men and women of all races have risked their lives in the service of this nation during times of national crisis. They have eagerly volunteered their services to the armed forces, which usually did not welcome them with open arms. The story of minority men and all women in the military is the story of a struggle for admission, then for acceptance, equal opportunity and treatment. The purpose of this article is to tell the highlights of that story and to encourage further historical research in this area.

THE REVOLUTIONARY WAR

There was great opposition to the enlistment of black men in the Continental Army, particularly by the Southern colonies, because of the fear of slave revolts. Commander-in-Chief George Washington instructed recruiting officers not to enroll any "stroller, Negro, or vagabond". Later, Washington had to relent because of the new nation's great need for soldiers. By the end of the Revolution, 5000 blacks had

served in the Continental Army.

Did any black women serve in the Revoluntionary Army? In order to answer that question we need to understand the relationship of women to eighteenth-century armies. Only men were allowed to enlist, but there are records of women who disguised themselves as men in order to join the Army. One of these women was Deborah Sampson Gannet of Massachusetts. Some historians believe that she was black. If so, she was the first black woman to serve in the United States Army.

Most women did not masquerade as men, but followed their husbands who joined the Army. The women performed much needed "women's work," such as nursing, cooking, sewing, washing clothes and foraging. These women, disdainfully called "camp-followers," trudged from camp to camp, worked hard and endured the rigors of war. When necessary, they picked up a musket or loaded a cannon and fought alongside the men. The Revolutionary Army could not have survived without the services of women. Since white soldiers brought their wives along, it is likely that black soldiers did the same. Certainly black women were among those working camp-followers; the historians now need to find them.

Native Americans were placed in a difficult position during the American Revolution. Should they support the British or the colonists? Which choice would serve their own best interests and insure their survival? The Iroquois of New York State supported the British. Some Iroquois joined the men in raiding parties on colonial settlements. Nancy Ward convinced the Cherokee Nation of Tennessee to support the American colonies. She was called the "Beloved Woman" of her tribe and earned a seat on the Council of Chiefs because of her intelligence, wisdom and courage in battle. Nancy Ward always put the interests of her people first while serving as a negotiator between the Cherokee and the Americans.

THE CIVIL WAR

The ambivalence displayed toward the use of black soldiers in the Revolution continued during the Civil War. President Lincoln did not want to recruit black troops for fear of driving the slaveholding border states into the Confederacy. As the Civil War dragged on, Lincoln finally approved the recruitment of blacks. Slaves admitted into military service and their wives and children were given their freedom. By the end of the Civil War, over 200,000 blacks had served in the Union Army.

Military units had been integrated during the Revolution, but blacks were placed in separate regiments during the Civil War. Some black units were used for heavy labor and other menial tasks and were not allowed to participate in combat. Black men suffered discrimination in pay, training, equipment and opportunities to become officers. Despite this treatment, many black regiments distinguished themselves in combat. The right to fight in the Civil War was of utmost importance to blacks for they were fighting for their own freedom.

Black women were just as anxious as black men to support the struggle for freedom. Although not officially admitted into the military, they served unofficially as nurses, laundry workers, cooks, spies and scouts. Black women were particularly effective spies because they were mistaken for illiterate servants. Elizabeth Bowser, a former slave, posed as a domestic in order to spy in the household of Jefferson Davis, President of the Confederacy.

The most famous spy for the Union was Harriet Tubman. Called the "Moses of her People," she led 19 expeditions into the Southern States to bring out 300 slaves. She led Union raids and scouting parties. The Confederacy offered a high bounty for her, but she was never captured. Between expeditions, she did nursing, cooking and foraging for the Union scouts. John Brown called her General Tubman, but her extraordinary accomplishments were soon forgotten. She was unable to get the United States government to grant her a Civil War pension.

Sojourner Truth, another famous black woman of the Civil War era, sought donations of money, food and clothing for a black volunteer regiment in Detroit. When her troops left for the front, she went to Washington, D.C. to work as a nurse. Susie King Taylor served as a nurse and teacher with her husband's regiment, the First South Carolina Volunteers.

Women disguised themselves as men to serve on both sides of the Civil War. One was a Spanish-Cuban woman from New Orleans who supported the Confederacy. Loreta Velasquez was born into an aristocratic (and probably slave-owning) Cuban family. She disguised herself as a man, and invested her personal fortune to raise a troop of soldiers and become an officer in the Confederate Army. She led her men at the Battle of Bull Run and in several other campaigns.

FROM THE CIVIL WAR TO THE EVE OF WORLD WAR I

After Reconstruction, the status of blacks deteriorated rapidly. Segregation became firmly entrenched and blacks were unwelcome in the military. The Navy, which had always been integrated, began to move black sailors into mess steward duties--cooking, waiting on tables, housekeeping and shining officer's shoes. Blacks had been excluded from the Marine Corps in 1798 and were not readmitted until World War II. The prevailing belief of the time was that blacks were too cowardly and lazy to make good combat soldiers. The bravery displayed by black men and black women like Harriet Tubman was easily forgotten by the American public.

Women had no place in the military at this time--except as wives of soldiers and as nurses. The importance of nurses was finally recognized with the founding of the Army Nurse Corps in 1901. Black women were not admitted into the new nursing organization until after World War I.

WORLD WAR I

When Woodrow Wilson asked Congress for a declaration of war against Germany in 1917, he proclaimed, "The world must be made safe for democracy." Black people in the United States in 1917 did not enjoy the rights and privileges of democracy. They were denied the right to vote, to education, and to make a decent living. Lynchings were common and blacks lived in fear of their personal safety. Women were also denied the right to vote, to equal education, and the opportunity to support themselves. Blacks and militant suffragists debated the wisdom of supporting a war for democracy abroad when they did not enjoy the privileges of democracy at home. Both groups eventually decided to contribute to the war effort in hopes of being rewarded later. The Army continued its policy of segregation. Black men were drafted in disproportionate numbers, placed in separate black units, and assigned mainly to noncombat labor battalions. Uniforms, medical care and housing were substandard. As a result, many black soldiers froze to death in their tents during the bitter winter of 1917-18 before they even reached the front. A few black regiments saw combat in France. More than 400,000 black men served in World War I.

What was the position of black women in the military during World War I? They were struggling to gain admission into the Army Nurse Corps. Adah B. Glassell Thoms, President of the National Association of Colored Graduate Nurses, waged a campaign with the American Red Cross for admission of black nurses into its Nursing Service, at that time the only avenue into the U.S. Army Nurse Corps. The Red Cross agreed to admit black nurses, but the Army Surgeon General was opposed to their admission.

In July 1918, Frances Elliot Davis was the first black nurse admitted to the Red Cross Nursing Service. Then, in December 1918, a flu epidemic caused a huge demand for nurses. Eighteen black nurses were finally appointed to the Army Nurse Corps--about one month after Armistice Day.

The Navy and Marine Corps took in 13,000 women during World War I. Popularly called Yeomanettes, they were the first women in the United States to be officially admitted into full military rank and status. Thirty of these were black women employed by the Navy in a segregated office in Washington, D.C.

American women of French and French-Canadian descent served overseas as telephone operators in the American Expeditionary Force (AEF). General Pershing, AEF Commander, requested 100 uniformed bilingual telephone operators to run the Signal Corps Telephone Service. Pershing got his French-speaking telephone operators and eventually 223 Signal Corps Women served the AEF.

Thousands of women also served overseas as laundresses, cooks, dieticians and medical specialists. We do not know how many of these were minority women.

After the war, blacks did not receive the expected thanks from a grateful nation for their service. Giving blacks inadequate military training and prohibiting them from service in combat, white society was able to maintain intact its image of black inferiority. Historian Don Lacy said, "The general white policy was to make use of blacks to fight the war," but to do so in ways that reinforced rather than denied the conception of them as different, inferior, and not fit to serve as equal men.

Women received the vote after the war with passage of the Twentieth Amendment to the Constitution in 1920. However, military nurses did not receive equal pay and military status with men until 1947. Women risked their lives to serve the Army overseas yet they did not receive adequate pay, veteran's benefits or recognition for their services. The Signal Corps Telephone Operators fought for recognition as veterans for 60 years.

As the nation saw itself being drawn into the war in Europe, blacks were determined not to repeat the experience of World War I. They feared being called upon again to risk their lives for democracy only to be subjected to discrimination and segregation--both in the military and at home. Blacks were more militant and better organized in the 1940s than they had been in 1917. The National Association for the Advancement of Colored People (NAACP), the National Urban League, and the Congress of Racial Equality exerted pressure on President Franklin D. Roosevelt to open up opportunities for blacks and to end discrimination.

There was pressure on the military to accept women because of the tremendous manpower shortage caused by the war. Congresswoman Edith Nourse Rogers was determined that women should not repeat the experience of World War I and previous wars--service to the military without the recognition, pay and benefits that men got. She pushed for passage of the bill establishing the Women's Army Corps (WAC). Women's branches were also established in the Navy (WAVES), Coast Guard (SPARS), and Marine Corps (Women's Reserve).

WORLD WAR II

World War II marked tremendous changes for blacks and women in the military. More than one million black men served in the armed forces. They participated in more branches and services and at higher ranks than in any previous war. Black men served as pilots in the Army Air Force. Black men and women served as commissioned officers in the Navy. The Marine Corps reopened its doors--closed for 144 years--toblack men. More than 300,000 women served in all branches of the armed forces. They performed a wider range of jobs--such as mechanic, truck driver, parachute rigger, radio operator, air traffic controller--than women had ever performed before in military service. They served in every theater of the war--Europe, North Africa and the South Pacific.

The army was still segregated. The addition of women led to segregation by race and sex, with separate units for white men, black men, white women and black women. Black male units were relegated to menial tasks and physical labor as they had been in past wars. White female units were

given administrative and clerical assignments. Black women were affected more severely by segregation. The 4,000 black women in the Women's Army Corps served in disproportionate numbers as cooks, bakers, laundry workers, hospital orderlies and waitresses. A few black women did enter skilled fields such as medical stenography, physical therapy, aircraft maintenance, teletype operating and photography. Black female officers were allowed to command only black female units. Only one black WAC unit went overseas. The 6888th Central Postal Battalion, with 800 black women commanded by Major Charity Adams, served in England and France.

The opportunities for black women were practically nonexistent in other military branches. After the struggle of Adah Thomas to open up the Army Nurse Corps, only 500 of the 57,000 Army Nurses that served in World War II were black and they were assigned to segregated hospitals. There were only four black nurses in the Navy. The WAVES and SPARS refused to accept black women until 1944, and then only in token numbers. The Marine Corps Women's Reserve did not accept black women during the war.

A small number of Chinese American, Japanese American and Native American women were enlisted in the Women's Army Corps and assigned to white WAC units. A group of Puerto Rican women was enlisted, trained and assigned as a unit--mainly because of language difficulties. Mattie Treadwell in her book, The Women's Army Corps, describes the recruitment of Japanese-Americans who had been placed in detention camps at the beginning of the war: Considerable numbers of Nisei* recruits had been expected when, in 1943, the Army began to admit Americans of Japanese descent. Some five hundred Nisei recruits were wanted for employment as translators, but in spite of visits of WAC recruiters to relocation centers, only thirteen could be obtained. Parental opposition to military service for women was believed to have been the chief deterrent, as well as the fact that the women were by this time permitted to leave the relocation centers for other employment. There was sometimes a tendency to expect that all Nisei WACS could be assigned as translators, although in actual fact some of them proved to know no more of the Japanese language than any other American. Ultimately, about 25 Nisei women served in the WAC as translators.

The effects of the double burden of racism and sexism on black women can be clearly seen in their World War II experience. One million blacks and 300,000 women--but fewer than 5,000 black women--served in the armed forces. Black men and white women served in the Navy, Marine Corps and Coast Guard--but few black women did. More than 2,000 black men received pilot and navigator training in the Army Air Force; approximately 1,000 women served in the Women's Air Force Service Pilots (WASP) organization. Black women did not receive such opportunities.

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* Nisei means an American citizen born in the United States of immigrant Japanese parents.

FROM WORLD WAR II TO VIETNAM

To their great disappointment, blacks still found themselves in a segregated Army after World War II. Black civil rights groups led by A. Philip Randolph and members of the Democratic party led by Hubert H. Humphrey, exerted great pressure on President Harry Truman. Despite protests by military leaders, President Truman issued Executive Order 9981 in July 1948. This landmark order declared:

> There shall be equality of treatment and opportunity for all persons in the Armed Forces without regard to race, color, religion or national origin.

The services, particularly the Army, dragged their heels in implementing the order. Some military leaders predicted chaos, lack of discipline and the undermining of national security if blacks and whites were forced to work together. They declared that the military was not the proper place for "social experiments." Ultimately, they complied. Six years later, the Department of Defense announced that segregation had been successfully eliminated in all of the armed services.

Conditions for blacks improved slowly between World War II and the Vietnam War as integration was more fully implemented. Blacks still remained less than 3 percent of the officer corps and very few were admitted into the military academies.

The question of women caused a great debate after the war. The women's branches had been viewed as a temporary expedient for coping with the manpower shortage created by the demands of global war. Many wished to disband the women's corps and send the women home as quickly as possible. Other leaders believed that women had proved so valuable that they should be permanently integrated into the armed forces. A compromise was reached in the form of the Women's Armed Services Integration Act of 1947, which provided regular status for women in the Army, Navy, Air Force and Marine Corps, but restricted the number of women to 2 percent of the armed forces and limited the rank of female officers. The law also prohibited Navy women from serving on ships and Air Force women from serving in combat aircraft. Women never reached the allowed 2 percent of total strength of the armed services between 1948 and 1972. Most jobs held by women during World War II were closed to them during this period of time. Women returned to typical "women's work"--nursing, administration and medical specialties.

Black women served in all branches open to women. As blacks, they benefitted from the end of racial segregation. Like black men, they were far better represented in the enlisted ranks than among the officers. As women, their career progress was hampered by the limitations placed on all women during the postwar period. Further research is needed on the role, status and numbers of blacks and other minority women during this time. Since most of these women are still alive and many are still serving in the military, this would make an excellent oral history project.

VIETNAM

The Vietnam War was the most unpopular war in our nation's history. It coincided with a strong and militant movement for racial equality in the United States. Blacks began to reevaluate their relationship to the armed forces. Although surface integration had taken place, more subtle racism and discrimination remained. Another ironic problem surfaced. In past wars, blacks had been denied the right to defend their country in combat. Since they had won that right, they were being drafted, serving in combat units and dying in disproportionate numbers. Black leaders, such as Martin Luther King, Jr., asked why blacks should die in the jungles of Southeast Asia when they had no right to vote in Selma, no right to decent housing in Harlem and decent jobs in Birmingham. Racial tension in the military increased as blacks became more militant in demanding their rights. There were many demonstrations, "race riots" and incidents in all branches of the armed forces. Racial tension became one of the most serious leadership problems facing the military between 1968 and 1974.

Black women took part in some of these incidents and played a leadership role in at least one of them. In November 1971, racial tensions erupted at Fort McClellan, Alabama, the Women's Army Corps Training Center. Hundreds of black WACS from the Clerical Training Company demonstrated to protest racist policies and practices at the post. Many of the women were arrested, jailed and discharged from the Army. Others were quickly removed from Fort McClellan and scattered to other posts throughout the country. The incident was hushed up and has never been fully investigated. One beneficial result of the incident was that the Army closed the female Clerical Training Company and began to train women clerks with men in integrated training schools.

Women served in Vietnam, but they were not allowed to participate as fully as they had in World War II. Over 7,000 Army, Navy and Air Force nurses served in Southeast Asia in field hospitals, hospital ships and medical evacuation aircraft. Hundreds of nurses received medals for bravery and meritorious service. Nearly 1,000 women performed administrative jobs in Vietnam and received combat zone pay. Black women were among them and the extent of their participation needs to be researched.

The enlistment of Hispanic women increased during the 1960s. Puerto Rican women--both from the island and the mainland--and Mexican American women found in the military an attractive opportunity for employment. Some Hispanic women encountered language difficulties and discrimination--particularly in their efforts to become officers. There is a need for research on the participation of Spanish-speaking women in the military and documentation of their struggle to enter the officer ranks.

THE VOLUNTEER ARMY

Opposition to the Vietnam War led to criticism of the draft. As the war was ending, the decision was made to end the draft. The Department of Defense decided to expand the utilization of women as part of the Volunteer Armed Forces. Public Law 90-130, passed in 1967, made it possible to increase the numbers of women beyond the previous 2 percent ceiling. The number of women in the military increased from 45,000 in 1972 to 120,000 in 1977 with plans to have 215,000 women in uniform by 1983. Jobs closed to women since World War II and service in the Coast Guard were reopened. Women were allowed to join the National Guard. For the first time women were admitted into the Reserve Officer Training Corps (ROTC) in 1972 and began attending the service academies in 1976.

Other barriers to women's participation were eliminated, largely as a result of lawsuits filed by military women and supported by groups such as the American Civil Liberties Union and the Southern Poverty Law Center. Women who became mothers gained the right to pursue a military career in 1971; women won the right to receive dependents allowances for their husbands as a result of a 1973 Supreme Court decision.

Yet many barriers remain. Women have to be more intelligent and better qualified than men to enter the military. The Defense Department is more eager to accept women at the bottom than as officers. Laws, regulations and military tradition restrict women's opportunities for promotion. The armed forces are still 90 percent male. Nevertheless, the volunteer force provides greater opportunities for women than they have enjoyed since World War II.

The relationship of blacks to the Volunteer Army has been the subject of public debate. As a result of lack of opportunity in civilian employment, blacks have been entering the armed forces in disproportionate numbers. Blacks are about 12 percent of Army enlisted personnel and 18 percent of total Department of Defense enlisted strength.

Some critics of the Volunteer Army have expressed fears that it will be a "Black Army". That fear has been called racist by black leaders who know that blacks turn to the military as a source of jobs, training and benefits. George F. Will, Washington Post columnist, commented:

> Obviously a moderately larger percentage of blacks than of whites finds that the armed forces provides an attractive opportunity. So what? The government has no reason--and no right--to worry about whether there are "too many" blacks in the armed forces.

Black women have been affected by the expanding opportunities for women; they have been able to join the services in greater numbers. There were fewer than 6,000 black women in the military in 1972; as of September 1977, there were more than 20,000. Black women constitute 25 percent of Army enlisted women and 19 percent of total Department of Defense enlisted women.

When the position of black women in the military today is compared with their position in World War II, tremendous improvement can be seen. Black women serve in every branch of the armed forces and in a wide range of career fields. They are enrolled in the service academies and in ROTC. More than 1,000 black women serve as officers. They are 7 percent of female officers and 10 percent of black officers in the Department of Defense.

Black female officers serve in all the line branches of the Army except the combat arms. More than 230 black women serve in the Army Medical Department as nurses, medical doctors, dentists, and other health care professionals. Four black women serve as Army lawyers in the Judge Advocate General Corps. The first female chaplain to serve in the Army, Reverend Alice M. Henderson of the African Methodist Episcopal Church, was sworn in on July 8, 1974. Today, most female chaplains and female dentists in the Army are black women.

Black women are still held back by the limitations placed on all women. If 20,000 black women seems like a large number, consider the fact that there are 1.6 million white men and 310,000 black men in the armed forces. There are 92,000 white women and 6,100 Hispanic and other minority women in the military. Until the restrictions on women are removed, it will be difficult to further increase the percentage of black women in the armed forces.

Hispanic women are less well represented in the military than black women. According to the 1970 census, persons of Hispanic origin are 5 percent of the U.S. population. It is expected that in the 1980 census we will find that Hispanics actually constitute from 10 to 15 percent of the population. However, Hispanic women are only 3 percent of enlisted women and barely 2 percent of female officers in the armed forces. A small number of Hispanic women serve in most of the line branches of the Army and as nurses, medical doctors and medical specialists in the Army Medical Department. As of September 1977, there were about 3640 Hispanic women in the military--260 officers and 3380 enlisted women.

Data on Native American and Asian American women is difficult to find. The total number of minority women other than black and Hispanic in the military is 2480 -- 328 officers and 2152 enlisted women. Sixty Native American and Eskimo women serve in the Eskimo Scouts, a special unit of the Alaska National Guard. The Eskimo Scouts patrol the western coastline of Alaska and the islands separating Alaska and Russia. The Scouts are the only members of the U.S. National Guard who have a continuous active duty mission. This unit was organized during World War II and wives of Scout Battalion members have always been involved in patrol missions. Women were admitted as official members in 1976, so at least some of the Eskimo women receive pay, benefits and recognition for their work.

Minority women have been and still are underrepresented in the military. The only group of minority women currently fairly well represented is black women. Their status has improved significantly in the volunteer force, but black women have a long way to go to achieve parity with either black men or white women. There were 22 black generals on active duty in 1975, and one black made Four-Star General. As of 1978, a total of 15 women had been promoted to the rank of General or Admiral, and two

women had reached the rank of Two-Star General. Those numbers represent tokenism for blacks and women, but black women have not even reached that level of tokenism. No black woman has attained flag rank, very few have been promoted to Colonel, and one Navy Nurse has reached the rank of Captain.

Minority women have achieved success in their long struggle to gain admission into the military. Their struggle must now turn to achieving equal opportunity in upward mobility. In their efforts to advance, minority women can be proud of their contributions to our nation's defense from the American Revolution to the Volunteer Armed Forces. The armed services of this nation often tried to exclude them, but their strong desire to serve this country prevailed in the face of race discrimination, sex discrimination and segregation. Black women can be proud of women like Harriet Tubman, Sojourner Truth, Elizabeth Bowser, Susie Taylor King, Adah Thoms, Frances Elliot David and Charity Adams. Native American women can be proud of Nancy Ward and the Eskimo Scout women. Minority women can be proud of all the women who served whose names we do not know. They are truly the forgotten heroines of our nation.

June 1979

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MILITARY CAREERS FOR WOMEN

This section provides brief descriptions of each service in order to help you evaluate the career advantages and disadvantages of each.

THE ARMY

The purpose of the U.S. Army is to organize, train and equip Army forces to help preserve peace and security, defend the nation and accomplish land power tasks of the United States. The Army must be prepared to fight, defeat and gain control of enemy forces and their land, provide support to U.S. allies, and administer civil works programs for protecting the environment and improving waterway navigation, flood control and water resource development in the United States and its possessions.

The specialty of the Army is ground combat. The fighting force consists of infantry foot soldiers, armored soldiers in tanks, field and air defense artillery, combat aviators and combat engineers. The Army recently opened certain artillery jobs to women, but all other combat jobs are closed to them. Despite these restrictions, there are many jobs for women because the Army needs about nine support people for every combat soldier. The support force provides food, clothing, housing, medical care, transportation, communications systems, equipment repair and many other vital services to the combat force.

The Army is the largest service, with nearly 780,000 people, including 57,000 women in 1977. The army plans to have 80,000 enlisted women and 10,000 female officers by 1983. Since the Army is so large, it offers the widest choice of jobs, assignments and opportunities for promotion.

There are some disadvantages associated with the Army's size. There is less personal attention to individuals than in the smaller services. People in the Army don't have the feeling of belonging to a small, special group that people have in the Navy, Marine Corps and Coast Guard.

Since the end of the draft the Army has had difficulty attracting enough qualified male recruits. The average educational and intellectual level of Army enlisted men is lower than that of men in the Navy and Air Force. In contrast, the average intellectual level of Army enlisted women is higher than that of women in the other services and much higher than that of Army men. According to a Department of Defense report[1], only 54 per-

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[1] U.S. Department of Defense, Office of the Asst. Secretary of Defense for Manpower and Reserve Affairs, Use of Women in the Military, May 1977.

cent of Army men and 88 percent of Army women who enlisted during 1973-77 had high school diplomas. The male recruit's average enlistment test score was 52 percent; the average female recruit's score was 73 percent. The average Army enlisted woman is much brighter and better educated than the average enlisted man. This is caused by discriminatory policies which required women to be better than men. In May 1979, because of its inability to meet enlistment goals and pending litigation, the Army established the same entry standards for women as for men.

The Army needs talented generalists rather than specialists. Because of its size and the wide variety of jobs to be done, the Army has less need for people with scientific and technical backgrounds than the other services. Since women often do not take enough of these subjects in high school and college, it is easier for them to qualify for the Army.[2]

Army women are not restricted by federal law as are women in the Navy, Marine Corps and Air Force. This gives the Army greater flexibility in the assignment of women. Career patterns, training and promotion opportunities for women closely parallel those for men in the same specialities. Although the combat restriction prevents women from reaching the top management levels, they can go much higher than they could ten years ago. Female officers have much better career opportunities in the Army than in the Navy or Marine Corps.

Army men and women, enlisted and officer, receive the same training except for slight differences in physical fitness training. For women, the Army's training programs are the most physically rigorous of all the services. It is a good idea to get in shape before going into an Army training program. The biggest problem for women in the Army is meeting the demanding physical fitness standards. Women who can clear this hurdle will find excellent opportunities.

Assignments. Army women serve all over the world--in Korea, Germany, Alaska, Hawaii, Alabama, Missouri, California and Texas. Many Army posts are not in glamorous locations, but in small, isolated towns in the country. Overseas duty can be a hardship for lower level enlisted people because the cost of living abroad is very high.

Since women are now assigned to units that provide close support to combat soldiers, they can expect to spend some of their time in field exercises, living in tents and "roughing it." Although not assigned to combat units, some Army women will see combat if there is another war. No matter what her job classification may be, an Army woman will have to help pitch tents, participate in field training and learn to defend her unit.

Enlisted Programs. Army enlisted women perform jobs such as truck driver, military police, secretary, x-ray specialist, radar specialist, electronic equipment repair technician, switchboard operator, cook and finance clerk. Currently, most women are in the administrative, medical, supply and communications fields, but the number of women in non-traditional jobs is

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[2] This does not apply to the Military Academy, which is an engineering school.

rapidly increasing.

The Army will guarantee you a certain training program in writing. Take advantage of that option. Don't accept a verbal promise by the recruiter--make certain it is in your contract. If you enlist in the Army without a job training guarantee, you might end up in a job you dislike. And it's rarely possible to switch from one specialty to another.

In order to enlist in the Army you must be a U.S. citizen (or resident alien), at least 17 years of age. Check with your Army recruiter for the upper age limit. A high school diploma is required of women, but not of men. Some Army jobs require a background in mechanical or technical subjects. Most enlistment contracts are for three years, but a limited number of two-year enlistments are available--mostly to men.

Enlisted women attend basic training at Fort McClelland, Alabama and Fort Jackson, South Carolina. Basic training at Fort Jackson is coed; the training program is exactly the same at both forts. The curriculum includes military customs and courtesies, history and traditions of the Army, drill and rifle marksmanship, hand grenades and other weapons training, first aid and physical fitness training. Running, marching and outdoor activities are stressed. You will be challenged more physically than at any other time in your life; this is not an easy program. Emphasis is on learning by doing rather than by listening and watching. The purpose of Army basic training is "to begin the conversion of the trainee from a civilian to a soldier and to teach the trainee discipline, spirit and certain combat skills while toughening him/her mentally and physically."

After receiving basic training, enlisted women go to an Army school to receive job skill training. These schools are located all over the United States. For example, truck driving school is located at Fort Dix, New Jersey; the administration, personnel and finance schools are at Fort Benjamin Harrison, Indiana; medical specialities are at Fort Sam Houston, San Antonio, Texas. The Army uses "self-paced" instruction, so the length of time spent in training will depend on the individual.

Enlisted women who complete two years of college can apply for Officer Candidate School and earn a commission as an Army officer.

Enlisted women with four or more years of service who become experts in their job specialty can apply to become Warrant Officers. These officers have the privileges, benefits and pay of officers, but they cannot reach the highest echelons of management. They are specialists in a field rather than policy-makers.

Enlisted women in the medical care field can apply for a competitive, one-year training program to become Physician's Assistant Warrant Officers. Another option available to women in health care is completion of training to qualify for a Licensed Practical Nurse (LPN) position or completion of Dental Therapist training to qualify for an associate in science degree from Baylor University in Texas.

Officer Programs. Female line officers in the Army serve in the following branches: Military Intelligence, Military Police, Signal (communications and electronics), Engineer, Chemical, Ordnance (management of weapons systems, ammunition and explosives), Transportation, Quartermaster (supply and logistics), Adjutant General (personnel and administration), and Finance. Women may also serve in certain positions in Field and Air Defense Artillery.

Women become Army officers by attending the U.S. Military Academy, Army ROTC, or Army Officer Candidate School. Most line officers in the Army--male and female--earn their commissions through ROTC. Women who major in the liberal arts are more likely to be accepted in Army ROTC than in Navy or Air Force ROTC. Army ROTC scholarship recipients are guaranteed a position in the Army and are also required to serve four years on active duty. But only a fraction of the scholarships available to men are available to women.

Students who participate in ROTC and receive $100 per month but are not on full scholarship can choose to come on active duty or go into the Army Reserve. This is a good option for someone who would like the income but does not want to spend four years in the Army. However, it is a drawback for the woman who really wants to serve in the Army. She could participate in ROTC for four years and then be told she can only serve in the Army Reserve. Also, male ROTC participants have a better chance for selection to go on active duty than female participants. In contrast, all Navy ROTC participants (who complete the program and graduate from college), are guaranteed a job in the Navy.

College graduates who have not attended ROTC can enlist for Officer Candidate School (OCS). College juniors and seniors can apply before graduation. If you enlist for this option, make sure you are guaranteed OCS in writing in your enlistment contract. Under this option, men and women attend enlisted basic training, then go to Fort Benning, Georgia, for 14 weeks of OCS. Army OCS is a tough, strenuous program that demands maximum effort--physical and mental--from each participant.

After graduation from OCS, ROTC or the Military Academy, new officers attend nine-week training courses to learn about the branch they have selected. These courses are located at Army posts all over the United States. For example, the Military Intelligence School is at Fort Huachuca, Arizona; the Transportation School is at Fort Eustis, Virginia; the Artillery School is at Fort Sill, Oklahoma. After completion of the

basic branch course, Army officers report to their first jobs.

Army Aviation. Most aviators in the Army fly helicopters. Women can enlist, complete pilot training and become Warrant Officers. Women who are Commissioned Officers can also apply for pilot training after attending a basic branch course. Physical and mental requirements for acceptance into pilot training are very high. Perfect vision is required. Positions for women are extremely limited since they are only allowed to fly non-combat missions.

Law. The Army offers Direct Commissions to graduates of accredited law schools. If you are planning to attend law school or are currently enrolled, you should inquire about the Army JAG Corps Student Program. Army lawyers are commissioned into the Judge Advocate General Corps and attend a course in military law at the University of Virginia at Charlottesville. They work in fields such as trial law, criminal law, legal aid, real estate law, government procurement law and international law.

Ministers. The Army now has five women ordained ministers in the Chaplains Corps. Chaplains are selected for military service by the individual religious denominations. If you are interested in becoming a military chaplain, write to the head of your denomination.

Health Care Professionals. Women serve as doctors, nurses, optometrists, veterinarians, medical administrators and other medical specialists in the Army Medical Department. Write to the Army Surgeon General for information about Direct Commissions. The Army offers ROTC to nursing students and training to nurses in specialties such as gynecology and anesthesiology.

Who Should Join the Army?

The Army is for you if:

* You want to belong to the largest service with good opportunities for education, training and promotion;

* You are more interested in guaranteed training than in belonging to a small, "elite" service;

* You are physically fit--or at least, capable of making a concerted effort to become physically fit;

* You like being in a service where your opportunities are not limited by federal law;

* You are comfortable working with men less intelligent than yourself;

* As a line officer, you would prefer to be a generalist rather than a specialist;

* You are willing to "pitch-in" and do your share of physical labor when required.

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MILITARY CAREERS FOR WOMEN

THE NAVY

The Navy has three major missions:

* Control of Sea Lanes--to keep the sea lanes open for commercial shipping;

* Showing the Flag--the presence of Navy ships represents United States interests all over the world;

* Strategic Deterrence--to be so strong in areas such as nuclear power, that no country will threaten us. The Navy accomplishes this with nuclear submarines.

The Navy also transports ground combat troops, equipment and supplies overseas when necessary.

Since a high proportion of Navy jobs are on board ships, the law prohibiting women from service on combat ships severely limits career opportunities for Navy women. That law was declared unconstitutional by Federal Judge J. Sirica in July 1978. At the same time, the Navy asked Congress to modify the law and began putting women on ships on a very limited basis in November 1978. Career prospects for women in the Navy will depend on how the Navy implements the Sirica decision. At the present time, opportunities for women are much more limited in the Navy than in the Air Force, Army or Coast Guard.

The Navy is the third largest service with 525,000 people, 24,000 of them women in 1977. The Navy plans to have 40,000 enlisted women by 1983.

The Navy is a very conservative, traditional Service. Its traditions and customs go back to the American Revolution--and even further--to the eighteenth-century British Navy. It has taken a long time for the Navy to accept social change, to accept Blacks, and an especially long time to accept women.

Like the Air Force, the Navy needs people capable of learning mechanical skills. It is important for women interested in the Navy to study mathematics, science and mechanical courses in high school.

Another similarity to the Air Force is that Navy training programs are more demanding intellectually and less difficult physically than Army training programs.

As a result of the technical requirements and the attractiveness of Navy life to many men, the educational and intellectual qualifications of Navy enlisted men are higher than those of Marine Corps and Army men. Seventy percent of Navy men enlisted during 1973-1977 were high school graduates; their average score on the enlistment test was 58 percent. Navy women had the highest percentage of high school diplomas of all service women during that time period--99 percent; their average score on the enlistment test was 63 percent. Navy enlisted women are brighter than Navy enlisted men, but the gap is not as wide as that between men and women in the Army and the Marine Corps.*

Assignments. Navy shore assignments are generally much better than those in the Army and Air Force. Most are located in coastal cities with a wide variety of entertainment and recreational facilities, such as San Diego and Los Angeles, California; Norfolk, Virginia; Newport, Rhode Island; and Pensacola, Florida.

The work of the Navy is done aboard ships. Since the rules regarding women are changing, you should expect to have sea duty assignments. Navy women are already working on tug boats and small harbor craft. If you don't want to live or work on a ship, you shouldn't join the Navy.

Enlisted Programs. Navy enlisted women work in fields such as electronics, data processing, aviation fire control, air traffic control, aircraft engine mechanics, boatswain's mate on small harbor craft, medical and dental technicians, intelligence specialists and yeoman (secretarial). In the future, more Navy women will serve in non-traditional blue-collar jobs and on ships.

The Navy will guarantee job training programs in writing. Women who enter without a guarantee usually receive on-the-job training--many are assigned to work on tugboats.

In order to enlist, you must be a U.S. citizen (or immigrant alien) and be 17 through 30 years of age. A high school diploma or equivalent is required of women. Many Navy jobs require a background in mathematics, science or electronics. Three years is the customary enlistment period.

Men and women go through the same basic training at Orlando, Florida. Training includes courses in history and traditions of the Navy, drill marching, swimming, running, seamanship, naval gunnery, survival-at-sea techniques, ship structure and fire-fighter instruction.

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* U.S. Department of Defense, Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, Use of Women in the Military, May 1977.

After basic training, 80 percent of women recruits go to a Navy technical school. Many Navy technical schools are located at Great Lakes, Illinois. The remaining 20 percent go to an assignment for on-the-job training.

Promotions to higher enlisted ranks in the Navy are dependent on scores received on tests in your job specialty. Promotions are competitive and your score will depend on how much you learn on the job and how carefully you study. The exams are tough for women because they require knowledge of shipboard equipment that many women never see.

If you stay in the Navy and progress through the ranks, you will become a Chief Petty Officer (CPO). The Navy gives far more status, responsibility and prestige to its CPOs than the Army, Air Force and Marine Corps give to their Noncommissioned Officers (NCOs). This is a major benefit of an enlisted career in the Navy. CPOs are treated with great respect by people in the Navy.

The Navy does not offer enlisted women the same opportunity as men to become officers. Enlisted men in the Navy who become experts in a job specialty can become Limited Duty Officers (LDOs); enlisted women cannot enter this program. In this respect, the Navy offers enlisted women less opportunity than the Army, Air Force and Coast Guard. A few Navy women have become Warrant Officers.

Officer Programs. Female officers in the Navy serve in fields such as administration, data processing, communications, supply, civil engineering and geophysics. Career patterns for female officers are not the same as those of male officers because of sea duty limitations. Command at sea is the route to the top in the Navy--a route that is virtually closed to women. Women cannot serve in the Nuclear Submarine Officer Program, a very competitive, prestigious career field.

Women and men become officers in the Navy by attending the U.S. Naval Academy, Navy ROTC or Navy Officer Candidate School (OCS). Most male officers receive their commissions through ROTC; most women through OCS. Navy ROTC scholarship graduates receive Regular Navy commissions. Opportunities for women to receive Navy ROTC scholarships are limited. A good background in high school mathematics, physics and chemistry is required. Navy ROTC scholarship recipients are required to take college courses in calculus, physics and computer science and may be required to major in fields such as engineering, mathematics, physics or chemistry. Non-scholarship ROTC participants who complete the program satisfactorily are guaranteed three years active duty in the Navy. This is better than the Army's program in which ROTC participants must compete for active duty positions.

College graduates who have not attended ROTC can apply for Naval Officer Candidate School. Applicants must be college graduates, 19 through 26 years of age, U.S. citizens and have excellent eyesight. The Navy has a need for officers with scientific and technical backgrounds. A minimum

of 6 credit hours of college calculus is essential to achieving a high score on the entrance exam and success in OCS.

Men and women attend the 16 week officer training course together at Newport, Rhode Island. Subjects covered include leadership, management, seamanship, naval warfare, navigation, damage control, engineering, communications and physical training, including swimming. The program is highly technical and less physically rigorous than Army and Marine Corps officer courses. The purpose of Navy OCS is "to develop a knowledge of the naval profession, gain confidence in leadership ability and cultivate a strong commitment to the Navy."

After graduation from OCS, ROTC or the Naval Academy, newly commissioned officers report to their first assignments or attend a school to learn their specialty. Supply Corps officers who perform managerial jobs in procurement, finance, inventory control and transportation attend a six-month course at the Navy Supply Corps school in Athens, Georgia.

Promotions. Separate promotion lists for male and female officers are required by federal law. This law also precludes Navy women from becoming limited duty officers.

Navy Aviation. A limited number of women are able to become pilots in the Navy. Physical and mental requirements are high. Perfect vision is required. Future Navy pilots attend Aviation Officer Candidate School at Pensacola, Florida. Women cannot become navigators or air intelligence officers.

Law. The Navy offers Direct Commissions to graduates of accredited law schools. If you are planning to attend or are already enrolled in law school, inquire about the Navy JAG Corps Student Program. Navy lawyers work in fields such as trial law, criminal law, legal aid, admiralty law, international law and real estate law.

Ministers. Navy Chaplains serve the Marine Corps and Coast Guard as well as the Navy. Write to the Bureau of Naval Personnel for information.

Health Care Professionals. Women serve the Navy Medical Department as doctors, nurses, pharmacists, optometrists, dieticians and dentists. Write to the Navy Bureau of Medicine and Surgery for information about Direct Commissions and financial aid to health care students.

Who Should Join the Navy?

The Navy is for you if:

* You like belonging to a smaller service with "esprit de corps" and long-standing traditions;

* You accept going to sea--living and working on a ship--as a real possibility;

* You accept the fact that, as a female officer, your career will be more limited than a male officer's career;

* You like working with intelligent people;

* You like the prestige and status the Navy provides to its Chief Petty Officers and Commissioned Officers;

* You are good at technical subjects or are capable of learning them.

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MILITARY CAREERS FOR WOMEN

THE AIR FORCE

The purpose of the U.S. Air Force is to gain and maintain aerospace supremacy. The Air Force must operate at any altitude above earth that may be necessary to defeat enemy aerospace forces. The Air Force also supplies the Nation's capabilities to defend itself against aerospace attack, furnish air support for ground forces and provide research and development of satellites, space probes and aerospace systems. The specialty of the Air Force is the use of missiles, aircraft, satellites, and other kinds of piloted and pilotless vehicles operating in the atmosphere near earth and in the space beyond.

The Air Force is unusual in that the combatants are officers--the fighter and bomber pilots. In the other Services, enlisted personnel bear the brunt of front line combat. In the Air Force, enlisted men and women provide the support and maintenance of the aircraft.

The Air Force is the second largest service with 570,000 people, 47,000 of them women. The Air Force plans to have 72,000 enlisted women and 9,000 female officers by 1983. Since the Air Force is quite large, it offers a wide choice of jobs, assignments and opportunities for promotion.

Opportunities for women in the Air Force are limited by federal law which precludes them from flying or navigating combat aircraft. Despite this restriction, the Air Force has been the pioneer service in providing equal opportunity and treatment to women. Since most Air Force enlisted people are not directly involved in combat, it has been relatively easy to open enlisted jobs to women. Even more important, the Air Force had an unusual leader, Major General Jeanne Holm who, as Director of Women in the Air Force, worked to expand opportunities for women.

The Air Force needs people capable of learning mechanical, technical and scientific skills. Because of the highly technological nature of its mission, the Air Force needs more specialists and fewer generalists than the Army. It is very important for women interested in the Air Force to study mathematics, science and electronics in high school.

Another result of technological needs is that Air Force enlisted men are better qualified educationally and intellectually than men in any of the other Services. Air Force males enlisted during 1973-77 had an average score of 62 percent on the enlistment exam and 88 percent were high school graduates. Air Force women enlisted during the same period had an average test score of 63 percent and 93 percent were high school graduates. In the Army and Marine Corps, enlisted women are much better qualified than enlisted men. In the Air Force, they are about equal.[1]

All Air Force training programs are coeducational. In comparison with the Army, Air Force training is more demanding intellectually, less demanding physically.

The Air Force offers women excellent opportunities. Women's career patterns are very similar to those of men. The career prospects for female officers are very good, particularly in mission-oriented fields such as avionics and missile operations. The major limitation for female officers is the law which bars them from most flying jobs. Those are the jobs that lead to the top echelons of the Air Force.

The other Air Force drawback for women is the emphasis on technical ability. Until women take more math and science in high school, the number of women in the Air Force will be limited. If a woman can meet the technical requirements, she can go far in the Air Force.

Assignments. Like the Army, the Air Force has bases all over the world and the United States. Many Air Force bases are in small towns out in the open countryside--on the deserts and prairies, in the middle west and the southwest.

The Air Force has fewer jobs which require "roughing it" and living under field conditions, than the Army. Although some aircraft maintenance jobs require working outdoors in all kinds of weather, in general the Air Force provides more comforts and better housing facilities than the Army.

Enlisted Programs. Enlisted women in the Air Force serve as aircraft mechanics, radar specialists, air traffic controllers, aeromedical technicians, secretaries, photo interpreters, security police officers and in many other fields. Six percent of enlisted positions are closed to women. Three years is the likely term of initial enlistment. The Air Force, like the Army, offers a guaranteed training option.

Enlisted men and women go through basic training together at Lackland Air Force Base in San Antonio, Texas. Subjects include history and traditions of the Air Force, physical fitness training, weapons training, drill and ceremonies and special Air Force subjects. Trainees experience physical, mental and emotional stress. Academic achievement is stressed and you will have to study in order to graduate.

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[1] U.S. Department of Defense, Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, Use of Women in the Military, May 1977.

After basic training, most women go to a technical school for training in the job they will hold. Some schools are self-paced, so that the individual can learn at her own speed. Hands-on training, or "learning by doing" is the key philosophy of Air Force training.

The Air Force has several programs by which enlisted women and men can become officers. Unlike the Army, which allows enlisted people to go to OCS if they have only two years of college, the Air Force requires a college degree. Enlisted women can apply for a degree completion program. If accepted in this program, the Air Force will send you to college, then to Officer Training School (OTS).

Officer Programs. Female officers in the Air Force work in areas such as nuclear research, engineering, avionics (radar and weapons systems), computer technology, electronics, personnel, communications and administration. The Air Force recently opened the Missile Operations Officer career field to women.

Women become Air Force officers by attending the U.S. Air Force Academy, Air Force ROTC or Air Force Officer Training School (OTS). Women have a better chance of acceptance into OTS and ROTC if they major in mathematics, the physical sciences, engineering, business administration or economics. Liberal arts majors increase their chances of success if they take at least six credit hours of college level calculus.

Through OCS, the Air Aircre trains selected college graduates to become commissioned officers. Applicants should be 20 to 29 years old. Men and women are trained together at Lackland Air Force Base. This program is more demanding intellectually and less demanding physically than Army OCS, because Air Force officers are expected to master technical subjects. OTS is an intensive, fast-paced, competitive, 90-day training program.

After graduation from OTS, ROTC or the Air Force Academy, officers attend training programs in their Air Force career specialty. These training courses are located at Air Force bases all over the country. After completion of career field training, the new Air Force officer will report to her first job--often at another base in the United States or overseas.

Pilots and Navigators. Only about 20 women per year are admitted into pilot training. Admission is extremely competitive. Currently, the Air Force does not train women to be navigators. Ironically, women probably have better opportunities to get into flying in the Army than in the Air Force. Until the law forbidding Air Force women from flying combat aircraft is repealed, opportunities will continue to be limited.

Law. Female graduates of accredited law schools serve in the Air Force Judge Advocate Department. They work in fields such as criminal

and civil law, government procurement, legislation, international law, claims, taxation and legal aid.

Ordained Ministers. Women may serve as Air Force Chaplains.

Health Care Professionals. Women officers serve in the Air Force Medical Service as doctors, dentists, nurses, veterinarians, hospital administrators, and in the biomedical sciences. Air Force nurses render general nursing care to medical, surgical, pediatric, orthopedic and obstetrical patients. They assist in the evacuation of patients by Air and also have a role in the Nation's space program, through a special one-year training program in aerospace medicine. Flight nurses are qualified to wear the Air Force's "silver wings."

Who Should Join the Air Force?

The Air Force is for you if:

* You want to belong to a large service with excellent opportunities for education, training and promotion;

* You are good at technical subjects or capable of learning them;

* You like working with intelligent people;

* You like the idea of belonging to the youngest, least traditional service;

* You are interested in aerospace technology and furthering its development.

June 1979

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MILITARY CAREERS FOR WOMEN

THE MARINE CORPS

The Marine Corps is a small, proud service with a unique mission. "Soldiers of the Sea," the Marines specialize in amphibious warfare. This means attacks launched from the sea involving a landing on a hostile shore. Amphibious operations require coordination of ground assault, sea and air forces. The Marine Corps, because of its amphibious capability, is the world's most distinctively organized and equipped military force.*

The Marine Corps has established a reputation as an elite fighting force, small and austere. Marine Corps recruiting literature proclaims, "the Few, the Proud, the Marines." The Marine Corps is a separate service within the Department of Navy and the smallest service in the Department of Defense with 192,000 people in 1977.

For many years, the Marine Corps was "looking for a few good men." What about a few good women? The Marine Corps had almost 4,000 women - 3,500 enlisted and about 500 officers as of October, 1977. They were only two percent of the Corps. The Marine Corps now has plans to double the number of women to nearly 8,000 (7,300 enlisted and 600 officers) by 1983.

Opportunities for women in the Marine Corps are limited in two ways: (1) women cannot serve on board ship because of the law which bars women from Navy ships and (2) traditional policy, like that of the Army, does not allow women to serve in the combat units. This double constraint acts to limit the number of positions open to women in the Marine Corps. Also, many support functions are provided by the Navy, so there are fewer support jobs for women to fill.

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* Martin Binkin and Jeffrey Record, Where Does the Marine Corps Go From Here? (Washington, D.C.: The Brookings Institution, 1976), pp. 4-14.

Nevertheless, the Marine Corps has made great progress in recent years in integrating women more fully into all noncombat jobs and fields. Women can serve in combat support and service units. Because the Corps is small, it does not offer the wide range of jobs and training guarantees that the larger services offer. The Marine Corps is looking for women who want to be part of this elite force, who want to be Marines. They make few promises. As Marine Corps recruiting literature puts it: "We never promised you a rose garden."

Despite the Marine Corps' proud, elite image, it has had difficulty attracting qualified male recruits in the Volunteer Force environment. Just as in the Army, the intellectual caliber of enlisted women is higher than that of enlisted men. Male Marines enlisted during 1973-77 scored an average of 56 percent on the enlistment test; only 48 percent were high school graduates. Women scored an average of 67 percent on the test and 91 percent were high school gradutes.*

Assignments. Marine Corps assignments, like Navy assignments, tend to be on the East and West Coasts. Overseas assignments are extremely limited because of the combat restriction. Most Marine Corps overseas duty is with the Fleet Marine Force--the amphibious warfare troops. There are very few positions for women in the Fleet Marine Force.

Major Marine Corps bases are Camp Lejeune, North Carolina; Camp Pendleton, California; Quantico, Virginia; Twenty-Nine Palms, California; and in Oahu, Hawaii.

Since women are now assigned to units that provide close support to combat soldiers, they can expect to spend some of their time in field exercises, living in tents and "roughing it." It is also conceivable that the Navy's modification of the ban on sea duty for women will affect Marine Corps women at some future date.

Enlisted Women. Marine Corps enlisted women perform jobs such as court reporter, teletype repair, aviation training devices technician, truck driver, journalist/photographer, accounting specialist, computer operator, personnel technician, electrician, mechanic and air traffic controller.

The Marine Corps offers a limited number of job guarantees prior to enlistment. Schooling assignments are made during basic training on the basis of (1) the needs of the Marine Corps, (2) the skills of the individual, and (3) individual preferences. It is important to join the Marine Corps because you really want to be a Marine--not because you desire a specific job.

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* U.S. Department of Defense, Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, Use of Women in the Military, May 1977.

To enlist in the Marine Corps you must be 17 through 28 years of age (exceptions are made in some cases--check with your local Marine Corps recruiter), and a U.S. citizen or resident alien. A high school diploma or equivalency certificate is required. Some Marine Corps jobs require a technical or mechanical background.

Enlisted women attend Basic Training (boot camp) at Parris Island, South Carolina. The Marine Corps is the only service which has not integrated male and female basic training. It is less physically rigorous than Army basic training, but the Marine Corps recommends that women prepare themselves by jogging and doing calisthenics every day before arrival at boot camp. Subjects covered include drill, Marine Corps history and traditions, first aid, personnel administration, physical fitness training, military justice and nuclear, biological and chemical defense. A unique feature of women Marine basic training is a twelve hour course in "Image Development." This includes instruction in hair care, makeup application and grooming.

Women Marines are the only enlisted women in any of the services who still do not receive weapons training. This creates a problem for women assigned to units in which they are required to qualify with a weapon to perform their duties. A letter from a Marine Corps Officer which appeared in the September 1978 Marine Corps Gazette stated:

> Training the woman recruit to polish shoes, iron and put on makup needs a new dimension. Qualify her with the rifle and challenge her physically. Do it now! Let's graduate a woman Marine recurit who can be effective in any unit.

After boot camp, about 80 percent of enlisted women attend a skill training school; the rest receive on-the-job training. Women entering the journalism field attend the Defense Information School at Fort Benjamin Harrison, Indiana. Aviation specialities are taught in Memphis, Tennessee. Court reporters attend the Legal Service School at Camp Pendleton, California. Many communications and repair courses are conducted at Twenty-Nine Palms, California.

Enlisted women with five to twelve years of service who attain the rank of Sergeant (E-5), and become experts in their job specialty can apply to become Warrant Officers. Women Marines currently serve as Warrant Officers in data processing, personnel, supply, food service, disbursing and financial management.

Just as in the Navy, women cannot become limited duty officers because of a restrictive federal law.

Enlisted women who complete at least one year of college and are between 19.5 and 27.5 years of age have the opportunity to become officers through the Enlisted Commissioning Program. If accepted, they attend the Women Officer Candidate Class.

Officer Programs. Female officers in the Marine Corps serve in fields such as communications, data systems, air control, supply, public information and administration. Women officers may be assigned as Commanding Officers of predominately male units.

Women can become Marine Corps Officers by attending the U.S. Naval Academy, Navy ROTC (Marine Corps Option) or the Women Officer Candidate Class. Most women become Marine officers through the Women Officer Candidate Class (WOCC).

To qualify for WOCC, you must be in your junior year of college or a college graduate and a U.S. citizen 20 through 28 years of age (exceptions are granted in some instances for 19, 29 and 30 year olds). Women who attend WOCC during the summer following their junior year are eligible for financial assistance during senior year. This is a ten week, intensive, physically rigorous pre-commissioning course conducted at Quantico, Virginia. Graduates are commissioned Second Lieutenants in the Marine Corps.

The new officer next reports to The Basic School (TBS) at Quantico, Virginia. In an experimental program begun in 1974, this 21-week officer training course is integrated. Women and men receive the same Marine Corps, combat-oriented training. The course is extremely rigorous physically and highly competitive. Women have done very well in this tough course. Recently, a woman was the Honor Graduate. Subjects covered include rifle marksmanship, communications, infantry tactics, field engineering, drill, logistics, physical training and amphibious operations. Students are evaluated on the basis of academic proficiency, military skills and leadership.

After the Basic School, officers report to their first job or attend another school in their area of specialization.

Law. Women can serve in the Marine Corps Judge Advocate Corps as lawyers. It is possible to attend the Women Officer Candidate Class while still in law school. The Marine Corps is unusual in requiring its lawyers to go through an officer candidate school and The Basic School for officers, as well as the Naval Justice School in Newport, Rhode Island. The Marine Corps requires this to insure that lawyers are an integral part of the officer corps. This is definately the toughest way to become a military lawyer.

Other Officer Programs. Women are not admitted into pilot and navigator programs in the Marine Corps. This is the only service with no women pilots. Chaplains and medical personnel are provided to the Marine Corps by the Navy.

Who Should Join the Marine Corps? You should join the Marine Corps if:

* You want to be a member of this elite unit;

* You prefer a small service with "esprit de corps;"

* You don't mind working with some men with low levels of education and intelligence;

* You don't mind the limitations placed on women, especially women officers;

* As an officer, you would find the tough physical training challenging;

* You are people-oriented rather than technology oriented.

June 1979

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MILITARY CAREERS FOR WOMEN

THE COAST GUARD

"Equal opportunity goes hand-in-hand with equal privileges and equal expectations; it also implies equal responsibility and accountability. I shall demand equal commitment and performance from both men and women."

Admiral John B. Hayes, Commandant
of the Coast Guard

The Coast Guard is a "small service with a big mission." Designated by Congress as a military service in 1915, the Coast Guard functions under the Department of Transportation in peacetime and under the Department of Defense in time of war. With only 37,000 officers and enlisted people, the Coast Guard regulates Merchant Marine safety, conducts boating safety programs, search and rescue missions, and maintains aids to navigation in the nation's coastal waters, channels, inland waterways, lakes and rivers. The Coast Guard also enforces anti-pollution, immigration and customs laws. Coast Guard members arrest smugglers, protect endangered species, clean up oil spills, inspect merchant vessels, rescue disaster victims at sea, and monitor the movements of icebergs. Men and women of the Coast Guard go out to sea in the worst weather to perform their duties. An old Coast Guard saying expresses the risks:

> The rules say we have to go. But there's no rule that says we have to come back.

Not too long ago, the rugged life of the Coast Guard was for men only. Women in the Coast Guard were confined to administrative jobs on shore. Then in 1973, legislation abolished the Women's Reserve and provided for women to be commissioned and enlisted in the regular Coast Guard. In 1977, the Coast Guard assigned the first women to sea duty in an experimental program. The experiment was a success, for the Coast Guard announced on August 30, 1978 that all restrictions based solely on sex in the training, assignment and career opportunities of its personnel had been removed. In just six years the Coast Guard has changed from the worst service for women to the best.

The number of women in the Coast Guard has increased from less than 40 in 1972 to 686 in 1978. That is still a very small number. Women are less than 2 percent of the Coast Guard. But that percentage is likely to increase as the Coast Guard's new policy is implemented.

There are disadvantages associated with the Coast Guard's small size and unique mission. Opportunities for promotion are more limited than in the Army and Air Force. And the range or variety of job opportunities is more limited than in the larger services. Also, because of its size, mission and assignment locations the Coast Guard has tended to attract a narrow segment of the U.S. population--mostly white males from coastal areas, often men from families with a long tradition of Coast Guard service. The Coast Guard is now making an effort to recruit minorities, women and people from the inland sections of the country. However, because of its mission and assignment locations, the Coast Guard will probably always be most attractive to people who live near water.

Assignments. Since the mission of the Coast Guard is to patrol the waters of the United States, overseas assignments are limited. Coast Guard assignments are mainly in cities along the coasts such as New York, Boston, Miami, New Orleans, Seattle and San Francisco, in Alaska and Hawaii, and in inland port cities such as St. Louis and Cleveland. You will be less likely to be assigned to small towns in the middle of nowhere in the Coast Guard than in the Army or Air Force.

The work of the Coast Guard is done on board ships and small boats. Since women are no longer confined to desk jobs, you can expect to have sea duty assignments. If you want to stay in an office, don't join the Coast Guard. If you love to get outdoors and work on ships and at sea, the Coast Guard may be for you.

Enlisted Programs. Enlisted men and women serve in jobs such as boatswain's mate (boathandling expert), gunner's mate, radar equipment operator, electronics technician, yeoman (secretary), photo-journalist, hospital corpsman (medical technician), dental technician and port security police. Under the Guaranteed School Program, you can sign up for guaranteed training in a specific job for which you qualify. If you know which career field you want, then get the guarantee in writing.

In order to enlist, you must be a U.S. citizen (or plan to become one) between 17 and 26 years of age. A high school diploma is preferred but is not required. Many Coast Guard jobs require a background in subjects such as mathematics (arithmetic, algebra, geometry or trigonometry), physics, chemistry, and machine shop or electronics.

Women and men go through basic training together at Cape May, New Jersey. Coast Guard Basic Training is an intensive, physically rigorous program with courses in seamanship, damage control, swimming, running, handling

of boats, and history and traditions of the Coast Guard. Just as in the other services, learning drill, marching, military customs and courtesies, and wear of the uniform are important parts of basic training.

After basic training, many graduates receive technical training at a Coast Guard or Navy School. Many Coast Guard career schools are conducted at Governor's Island in New York harbor or at Yorktown, Virginia.

Some basic training graduates go directly to an assignment for on-the-job training. Some of the Coast Guard's most important career fields are learned on-the-job rather than in a formal course. The boatswain's mate, a woman skilled in handling patrol boats, tugs, small craft, and supervising port security teams, learns her trade on board ship under the direction of experienced personnel, and by study of manuals and regulations.

Promotions in the Coast Guard depend on performance on the job and exam scores in your career field. You will have to work hard, study and learn as much as you can about your specialty in order to be promoted.

What if you enlist in the Coast Guard and then want to become an officer? After four years of service, you can apply for Officer Candidate School, and if accepted, earn a commission as a Coast Guard Officer.

Officer Programs. Coast Guard officers serve in fields such as civil engineering, boating safety, environmental protection, law enforcement, port safety, data processing, search and rescue operations and personnel administration. Because their units are so small, Coast Guard officers are often given great responsibility early in their careers. As a Coast Guard ensign in your first assignment, you might be commander of a ship, responsible for the lives of your crew members and for half a million dollars worth of equipment. A coast Guard recruiting pamphlet states, "Rescuing crewmen from a disabled fishing boat in a rough gale or cleaning up an oil spill are not for prima donnas."

In order to become a Coast Guard officer, you must attend the U.S. Coast Guard Academy, the U.S. Merchant Marine Academy, one of the five state maritime academies or the Coast Guard Officer Candidate School (OCS). Coast Guard Academy graduates are fully trained officers and go directly to work assignments after graduation. Graduates of the federal or state maritime academies may apply for commissions in the Coast Guard and serve on active duty as Marine Safety Officers. They do not have to attend OCS. All of these academies are now open to women.

Most men and women become officers in the Coast Guard by attending Officer Candidate School (OCS). Applicants must be college graduates, 21 to 26 years of age, U.S. citizens and have excellent eyesight. The Coast Guard has a need for officers with scientific and technical backgrounds, so a major in business, civil or mechanical engineering, math or science will improve your chances of acceptance. You must take the Officer Qualification test, a written examination of verbal, mechanical and arithmetical comprehension. The test score is important so it is a good idea to study and prepare for the test.

Men and women attend OCS together at Yorktown, Virginia. Subjects include navigation, ship operations, seamanship, gunnery, damage control, law enforcement, history and traditions of the Coast Guard, physical training (including swimming) and military drill. Part of the course consists of practical experience running a ship on two short cruises. You will learn leadership, self-discipline and teamwork. The physical and academic curriculum is difficult and will prepare you to serve in an organization where every woman is expected to carry her share of the load, and a little more if necessary.

After graduation from OCS, you will report to your first Coast Guard assignment--on a cutter, in a district office or in a Captain of the Port unit. Some officers may be selected to attend formal courses in port safety, communications or shiphandling.

Aviation. If you are interested in Coast Guard aviation, you may be guaranteed flight training before entering OCS, or you may apply during OCS. Physical and mental requirements are very high. Perfect (20/20) vision is required--only a select few are chosen for flight school. Women are eligible and the Coast Guard already has women pilots. Pilots fly search and rescue, law enforcement and other missions.

Law. The Coast Guard offers direct commissions to graduates of accredited law schools. Coast Guard lawyers do not attend OCS--instead they attend an eight week course in military law. They work in fields such as trial law, legal aid, international law, environmental protection, real estate law and admiralty law.

Health Care Professions and Chaplains. Nurses, doctors, dentists and other health care professionals are provided to the Coast Guard by the U.S. Public Health Service. Chaplains are provided by the U.S. Navy. Contact those agencies if you are interested in serving with the Coast Guard in these fields.

Who Should Join the Coast Guard?

The Coast Guard is for you if:

* You want to belong to a very small service with the loyalty and esprit de corps of a close-knit group whose traditions go back to 1790;

* You want to be one of the pioneer women going into a service that until recently excluded women, but has now opened all its doors to them;

* You want to belong to an organization that places no limitations on you because of your sex--you can go as far as your own ability and effort will take you;

* You like doing "nuts and bolts" mechanical work--or are willing to learn to do it;

* You enjoy the outdoors, do not object to physical labor and possible exposure to danger;

* You are willing to pitch in and do the work that needs to be done even if it's not in your "job description."

June 1979

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ARMED FORCES COMPARATIVE RANKS

WEAL Fund
Women's Equity Action League
Educational & Legal Defense Fund

COMMISSIONED OFFICERS

	AIR FORCE	ARMY	COAST GUARD	MARINE CORPS	NAVY
O-10	General	General	Admiral	General	Admiral
O-9	Lieutenant General	Lieutenant General	Vice Admiral	Lieutenant General	Vice Admiral
O-8	Major General	Major General	Rear Admiral	Major General	Rear Admiral
O-7	Brigadier General	Brigadier General	Rear Admiral	Brigadier General	Rear Admiral Commodore (only in wartime)
O-6	Colonel	Colonel	Captain	Colonel	Captain
O-5	Lt. Colonel	Lt. Colonel	Commander	Lt. Colonel	Commander
O-4	Major	Major	Lt. Commander	Major	Lt. Commander
O-3	Captain	Captain	Lieutenant	Captain	Lieutenant
O-2	1st Lieutenant	1st Lieutenant	Lieutenant (J.G.)	1st Lieutenant	Lieutenant (J.G.)
O-1	2d Lieutenant	2d Lieutenant	Ensign	2d Lieutenant	Ensign

WARRANT OFFICERS

W-4	Chief Warrant	Chief Warrant	Chief Warrant	Chief Warrant	Chief Warrant
W-3	Chief Warrant	Chief Warrant	Chief Warrant	Chief Warrant	Chief Warrant
W-2	Chief Warrant	Chief Warrant	Chief Warrant	Chief Warrant	Chief Warrant
W-1	Warrant Officer	Warrant Officer	Warrant Officer	Warrant Officer	Warrant Officer

ENLISTED PERSONNEL

E-9	Chief Master Sgt.	Command Sgt. Maj.	Master Chief Petty Officer	Sergeant Major	Master Chief Petty Officer
E-9		Sergeant Major		Master Gunnery Sgt.	
E-8	Senior Master Sgt.	First Sergeant-M/Sgt.	Senior Chief Petty Officer	First Sergeant	Senior Chief Petty Officer
E-8				Master Sergeant	
E-7	Master Sergeant	Sergeant 1/c	Chief Petty Officer	Gunnery Sergeant	Chief Petty Officer
E-7		Specialist 7			
E-6	Tech. Sergeant	Staff Sergeant	Petty Officer 1/c	Staff Sergeant	Petty Officer 1/c
E-6		Specialist 6			
E-5	Staff Sergeant	Sergeant	Petty Officer 2/c	Sergeant	Petty Officer 2/c
E-5		Specialist 5			
E-4	Sergeant	Corporal	Petty Officer 3/c	Corporal	Petty Officer 3/c
E-4		Specialist 4			
E-3	Airman 1/c	Private 1/c	Seaman	Lance Corporal	Seaman
E-2	Airman	Private	Seaman Apprentice	Private First Class	Seaman Apprentice
E-1	Airman Basic	Private	Seaman Recruit	Private	Seaman Recruit

RATINGS OF THE MILITARY SERVICES' POLICIES TOWARD WOMEN

		ARMY	AIR FORCE	NAVY	MARINE CORPS	COAST GUARD
1.	Title 10, USC restricts women's career options	NO *	YES- Sec.8459	YES- Sec. 6015	YES- Sec.6015	NO *
2.	Title 10, USC restricts women officers' promotions	NO *	NO *	YES	YES	YES
3.	Policies of the service restrict women's career options	YES	NO *	NO *	YES	NO *
4.	Higher standards are required of women for enlistment	YES	NO *	YES	YES	NO *
5.	Women have attained two-star rank	YES *	YES *	NO	NO	NO
6.	High scores in mathematics and technical fields are required, making it difficult for women to qualify to enter the service	NO *	YES	YES	NO *	YES
7.	Emphasis on physical strength and endurance, making it more difficult for women to complete training programs	YES	NO *	NO *	YES	YES
8.	Officer entry training is coeducational	YES*	YES*	YES *	YES*	YES*
9.	Enlisted entry training is coeducational	YES*	YES*	YES *	NO	YES*
10.	A wide range of jobs is open to women	YES*	YES*	NO	NO	YES*
11.	Every job is open to women	NO	NO	NO	NO	YES*
12.	Pilot jobs open to women	YES*	YES*	YES *	NO	YES*
	TOTAL SCORE	8	9	5	2	8
	PERCENTAGE SCORE	67%	75%	42%	17%	67%

* Means this policy is favorable to women.

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WHAT YOU CAN DO!

ACTION IDEAS FOR OPENING THE

DEFENSE ESTABLISHMENT TO WOMEN

There is a long way to go before we achieve equal opportunity for women in the miliary. The military is the only employer and institution in the United States which is still allowed to discriminate on the basis of sex. Title VII of the Civil Rights Act of 1964, which forbids sex discrimination in employment, does not apply to the armed forces. Federal laws still on the books actually require the Navy, Air Force and Marine Corps to treat men and women differently in assignments and promotions. It is not easy to achieve change in military recruitment and employment practices.

Difficult, but not impossible! Beginning around 1970, a few brave women began to take on the Department of Defense. They wrote to members of Congress, formed committees, issued press releases, and filed lawsuits. Chinks began to appear in the seemingly impenetrable Pentagon armor. Most of the changes have been achieved by the efforts of a single individual or a small group of people. You don't need vast amounts of time or money or highly sophisticated skills in order to have an impact.

Here are some ideas:

Sue the Defense Department. Lawsuits filed by military women have brought about major changes in Defense Department policies towards women. For example:

* 1971--Two Air Force officers and an enlisted woman filed lawsuits that forced the Pentagon to completely revise policies toward women who become pregnant, have abortions or adopt children. The military used to fire all women who exercised their right to become mothers. Today a woman can make her own decisions about her reproductive life without jeopardizing her military career. Struck v. Secretary of Defense, 460 F.2d 1372 (9th Cir. 1971) (vacated and remanded for consideration on the issue of mootness); Gutierrez v. Laird, 346 F.Supp. 289 (D.D.C. 1972); Robinson v. Rand, 340 F.Supp. 37 (D. Colo. 1972).

* 1973--A lawsuit filed by an Air Force officer went all the way to the Supreme Court. The court decided that military

women should receive the same dependents' benefits for their husbands that military men receive for their wives. This is the landmark Frontiero v. Richardson, 411 U.S. 677 (1973), case in which the Supreme Court came close to declaring sex discrimination illegal.

* 1978--A group of Navy officers and enlisted women sued to challenge the constituionality of the law which prohibited their service on ships. On July 27, 1978, Federal Judge John J. Sirica ruled that the law is unconstitutional because it irrationally closes off to all female sailors the job-training and advancement opportunities that are available to all male sailors. This is a landmark decision because the courts have previously demonstrated extreme reluctance to interfere with military personnel practices. (Owens v. Brown, 455 F. Supp. 291 (1978).)

You don't necessarily need a lot of money to sue the Defense Department, but it helps. Organizations such as WEAL Fund, the American Civil Liberties Union (ACLU), the Center for Law and Social Policy, the League of Women Voters and others listed in this kit are interested in supporting good test cases.

Some excellent prospects for lawsuits are:

* A challenge to the discriminatory admissions policies of the military. Women who are rejected for service in the Army, Navy, Air Force or Marine Corps because they lack a high school diploma or fail the enlistment test should contact the Women's Rights Project of the American Civil Liberties Union at 22 E. 40th Street, New York, N.Y. 10016.

* A challenge to the law which requires separate promotion lists for male and female officers in the Navy and Marine Corps.

* Challenges to sex discrimination in assignment, education and training opportunities in the armed forces.

* A challenge to the law denying women the opportunity to become pilots and navigators in the Air Force.

* A challenge to the Marine Corps policy which precludes women from becoming pilots and navigators.

Those are only a few examples of federal laws, military rules and practices which should be challenged in the courts.

Express Your Views to Elected Officials. Letters and phone calls from constituents do make a difference. This strategy is particularly effective in dealing with individual cases of discrimination and internal service

policies. For example, complaints to Senator Richard S. Schweiker (R-PA) about sexism in official Army publications led to an investigation--and action. The Army has had to clean up its act. Cheesecake in official publications is out.

Subjects to write letters about include:

* Policies and practices--on the national level or at local bases--which are discriminatory. If efforts to get the service or the base commander to change the policy fail, then write to members of Congress.

* Complaints about discriminatory admissions policies. Members of Congress who appropriate your tax dollars for the Defense Department need to hear--over and over again--that the American public disapproves of sex discrimination in the military. A report by military officers at the Industrial College of the Armed Forces states:

> Congressmen find it increasingly difficult to respond to constituents challenging restrictions against women by some discriminatory military practices, such as quotas, arbitrary limitations (i.e., those based on sex, not capability), handling of the "single parent" issue, combat and combat training exclusion. *

If Congresspeople find it increasingly difficult to respond to constituents' complaints, they will work to change those discriminatory policies. Keep those letters coming!

* Support repeal of discriminatory laws. Let your Representative and Senators know that you support repeal of Sections 6015 and 8549 of Title X, U.S. Code which prohibit women's service on Navy ships and Air Force planes. Let them know you support equal opportunity for women in the military. Let them know you want assignments made on the basis of ability--not sex. Military leaders claim that the American people are opposed to such changes--let them know that this is not true.

Write to the United States Commission on Civil Rights. The Women's Rights Section of the Commission monitors the treatment of women in the military. The commission has been effective in achieving policy changes in the Defense Department. The Civil Rights Commission is at 1121 Vermont Avenue NW, Washington, DC 20005.

Write to the Service Secretaries. Sometimes this is effective in achieving change of discriminatory policies and regulations. (For complaints about discriminatory laws, write to Congress.) Addresses for the Secretaries are:

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* Industrial College of the Armed Forces, Enlisted Women in the Armed Forces, Student Study Report, September 5, 1978.

Harold Brown, Secretary
Department of Defense
Washington, D.C. 20301

Clifford Alexander, Secretary of the Army
Department of the Army
Washington, D.C. 20310

W. Graham Claytor, Secretary of the Navy
Department of the Navy
Washington, D.C. 20350

John C. Stetson, Secretary of the Air Force
Department of the Air Force
Washington, D.C. 20330

General Louis H. Wilson, Commandant
United States Marine Corps
Washington, D.C. 20380

Admiral John B. Hayes, Commandant
United States Coast Guard
Washington, D.C. 20590

Meet with Career and Guidance Counselors and Teachers. Girls as well as boys should be aware of the many career opportunities in the military. Girls should be encouraged to participate in sports, be physically fit, take mathematics, chemistry, physics and some mechanical courses in high school. This will prepare them for the many opportunities available to women in the armed forces today. One of the military services' major excuses for not taking more women is that they supposedly lack the physical strength, mathematics background and mechanical aptitude for many military jobs. You can help eliminate those excuses! Even if young women do not choose a military career, taking science, technical, and math courses will expand their career options.

Inform yourself. Read materials listed in the bibliographies in this kit. Read articles in newspapers and magazines on women in the military. Write to the services for information. Find out about the problems of the volunteer armed forces; monitor the progress of women. Analyze the economic impact on women of exclusion from military service. Find out how veterans' preferences affect female civil service employees in your state or community. Become informed about national defense policy. This is an area women often neglect--and shouldn't. National defense policy decisions affect women's lives in many ways--whether or not they serve in the military.

Keep WEAL Fund Informed. Whether yours is a one-woman committee or a large group, please keep us informed about what you do. We appreciate the letters, newspaper clippings and reports you send to us. Let us know about the responses you get from the military, Congress and the press.

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We use these materials to build a record of progress and to identify barriers that still stand in the way.

No matter how small, every effort to achieve equal opportunity for women in defense is significant. What you do does make a difference.

June 1979

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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WOMEN ARE PATRIOTS, TOO! BIBLIOGRAPHY ON WOMEN IN THE MILITARY FOR YOUNG READERS

A SELECTED, ANNOTATED BIBLIOGRAPHY

BY
LORRAINE UNDERWOOD AND HOPE HAUGEN

BOOKS: GENERAL

Bird, Caroline. Enterprising Women. New American Library. New York: Mentor Books, 1976. Paperback.
Grades 9 and up. Contains a chapter on women in the Civil War. Also a portrait of Olive Ann Beech, business manager of Beech Aircraft - a huge company important to the Air Force in World War II.

Bodin, Jeanne and Beth Millstein. We, the American Women: A Documentary History. New York: Jerome S. Ozer, Publisher, 1977. Grades 9 and up.

Cotera, Martha. Profile on the Mexican American Woman. National Education Laboratory Publishers, Inc., 813 Airport Blvd., Austin, TX 78702, March 1976.
Grades 9 and up. Documents the fact that Mexican women are not passive and submissive - as Anglo culture stereotypes Latin women. Mexican women participated in the War for Independence against Spain. They participated as soldiers and revolutionary leaders in the Mexican Revolution of 1910.

Forsee, Aylesa. American Women Who Scored Firsts. Philadelphia: Macrae Smith Company, 1958.
Biographies of ten women of achievement, including aviator Amelia Earhart and World War II war correspondent, Marguerite Higgins.

Gates, Doris. The Warrior Goddess: Athena. New York: Viking, 1972. Mythology. Grades 4-6. Mythology.

Genett, Ann. Contributions of American Women: Aviation. Minneapolis, MN: Dillon, 1975.

Grades 5-8. Profiles of women in aviation. Jacqueline Cochran, head of the Women's Air Force Service Pilots (WASPs) during World War II; Jerrie Mock, first woman to fly solo around the world; Geraldyn Cobb, first woman to pass the astronaut testing program; Emily Howell, the first woman pilot for a United States scheduled airline, and other women are portrayed.

Johnson, Jesse. Black Women in the Armed Forces. Hampton, VA: Johnson, 1974.
Grades 7 and up. A pictorial history of black women in the military from 1942 to 1974.

Laffin, John. Women in Battle. London: Abelard-Shuman, 1967.
Grades 9 and up. Factual accounts of women who have served in combat from the 15th to the 20th centuries. Includes American, African, British, French and Russian women. The only reference of its kind. The author focuses exclusively on women who have actually fought on the battlefield. Despite the author's annoying use of the term "she-soldier" and sexist epilogue, this is an excellent book.

Lerner, Gerda. Black Women in White America: A Documentary History. Vintage Books. New York: Random House, 1973. Paperback.
Grades 9 and up. Harriet Tubman, Susie King Taylor and Mary Church Terrell tell of their experiences in the Civil War and World War I.

McKown, Robin. Heroic Nurses. New York: Putnam, 1966.
Grades 5-9. Profiles of Florence Nightingale, pioneer nurse; Mary Bickerdyke, Civil War nurse; Edith Cavell, nurse and spy during World War I; Mary Breckinridge, frontier nurse; and many others.

May, Charles Paul. Women in Aeronautics. New York: Thomas Nelson and Sons, 1962.
Excellent history of women in aviation: WASPs, women in World War I and World War II, French, British, and military women in aviation.

Niethammer, Carolyn. Daughters of the Earth. The Lives and Legends of American Indian Women. New York: MacMillan, 1977.
Grades 10 and up. Sections on "women and war".

Sickels, Eleanor M. In Calico and Crinoline: True Stories of American Women. New York: The Viking Press, 1935.
Grades 7 and up. Fictionalized accounts of heroines of the Colonial era, the American Revolution, Civil War, the Alamo, pioneer days, etc. Sacajawea, Lydia Darragh, Belle Boyd and many others.

COLONIAL PERIOD

Brill, Ethel C. Madeleine Takes Command. New York: McGraw Hill, 1946.
Grades 7-12. Historical novel based on the true story of 14-year-old Madeleine de Vercheres and her two younger brothers who, with a garrison of only seven people, defended their home fort against the Iroquois in French Canada in the 1640's. One of the rare books which portrays a girl in a leadership position. The only flaw is Madeleine's reluctance to take credit for what she has done.

Crawford, Deborah. Four Women in a Violent Time. New York: Crown Publishers, 1970.
Grades 7-12. Women in the colonial era did more than cook, spin and tend the fire. This book portrays four courageous women, such as Penelope Van Princes, who was attacked, brutally knifed and left for dead. She survived to bear nine children and found a town in New Jersey.

Eliot, Anne. Dorie of Dogtown Common. Nashville, TN: Abingdon, 1962. Fiction.
Grades 4-6. Dorie is an independent, resourceful young girl sent to live with her grandfather's friend in Dogtown. Dorie displays courage and cleverness in a plot full of intrigue.

AMERICAN REVOLUTION

Cheney, Cora. The Incredible Deborah, a Story Based on the Life of Deborah Sampson. New York: Charles Scribners, 1967.
Grades 6 and up. Fascinating and well-researched story of Deborah Sampson, who served as a soldier in the Continental Army disguised as a boy. Deborah's motivations are carefully explored.

DePauw, Linda Grant. Founding Mothers: Women of America in the Revolutionary Era. Boston: Houghton Mifflin Co., 1975.
Grades 7 and up. The role of women - ladies, servant girls, black and Native American - in the American Revolution. Includes the role of women in warfare. Explodes many myths. Tells the truth about Betsy Ross. The best book on women in the revolutionary era.

DePauw, Linda Grant. Four Traditions: Women of New York during the American Revolution. Albany: New York State, American Revolution Bicentennial Commission, 1974. Available for $1.50 from Know, Inc., P.O. Box 86031, Pittsburgh PA 15221.
Grades 7-12. Role of Iroquois, African, Dutch and English women during the Revolution. Chapters on women soldiers, refugees, spies and camp followers.

Edwards, Sally. When the World's On Fire. New York: Coward, 1972.

Grades 3-6. The Revolution, seen through the eyes of a 9-year-old black girl. Fascinating fictional portrait of the black population of Charlestown, North Carolina in 1780.

Evatt, Harriet. An Army in Pigtails. Indianapolis, IN: Bobbs-Merrill, 1962.

Grades 2-4. Based on a true incident, this is the story of Rebecca and Abigail Bates who learned to play the fife and drum. Because they have played soldier as well as house, they are able to fool the British soldiers into a retreat.

Gauch, Patricia. This Time, Tempe Wick? New York: Coward, 1974.

Grades 2-5. Fictionalized account of true story of Tempe Wick, a New Jersey girl who used her wits to save her horse from mutinous soldiers.

Lowry, Janette Sebring. Six Silver Spoons. New York: Harper, 1971.

In this fictional account, the spoons, made by Paul Revere, are concealed from British soldiers in Debby's doll clothes.

McGovern, Ann. The Secret Soldier. New York: Four Winds (Scholastic Magazines), 1975.

Grades 2-5. Fictionalized account of the life of Deborah Sampson who disguised as a boy, fought in the Continental Army for 2 years. Her determination and success are inspiring.

Somerville, Mollie. Women and the American Revolution. Washington, D.C.: National Society, Daughters of the American Revolution, 1974.

Grades 6 and up. Portraits of 12 brave women of the Revolution. "War Woman" Nancy Hart, Molly Pitcher, Margaret Corbin and Sybil Ludington, the female Paul Revere, are among those chronicled.

PIONEERS AND PIONEERING WOMEN

De Gering, Etta. Wilderness Wife: The Story of Rebecca Bryan Boone. New York: McKay, 1966.

Grades 6-9. Good biography of courageous pioneer woman. Maps and complete documentation add to the value of the book.

Fritz, Jean. The Cabin Faced West. New York: Coward, 1958.

Grades 4-6. Ten year old Ann has difficulty accepting her family's move west, but eventually comes to love the new home. She is likeable, active and courageous. Fiction based on fact.

Hume, Ruth Fox. Florence Nightingale. New York: Random House, 1960.
Grades 7 and up. Appalled by the suffering of sick and wounded soldiers during the Crimean War, Florence Nightingale was determined to improve military medical care.

Katz, William Loren. Black People Who Made the Old West. New York: Thomas Y. Crowell Co., 1977.
Ages 12 and up. Black explorers, traders and pioneers who helped shape the American frontier. Includes heroic black women Lucy Taylor Prince, Clara Brown, Edmonia Lewis and "Stage Coach Mary" of Montana.

O'Daniel, Janet. Garrett's Crossing. Philadelphia, PA: Lippincott, 1969.
Grades 6 and up. Despite her hard life as a pioneer, Lizzie is a durable independent character. She is surrounded by strong women.

Ross, Nancy. Heroines of the Early West. New York: Random, 1960.
Grades 7-11. Profiles of Abigail Scott Dunaway; Sacajawea, interpreter and guide to Lewis and Clark; Narcissa Whitman, pioneer and missionary; and other pioneer women. Introductory chapter on pioneer women in general and their impact on this nation.

Woodham-Smith, Cecil. Lonely Crusader: The Life of Florence Nightingale 1820-1910. New York: McGraw-Hill, 1951.
Grades 7 and up. Florence Nightingale revolutionized military medical care. Her courage, both physical and mental, is very well described.

CIVIL WAR

Bacmeisterm, Rhoda. Voices in the Night. Indianapolis, IN: Bobbs-Merrill, 1965.
Fictional account of a girl's dangerous adventures in the Underground Railroad.

Baker, Rachel. Angel of Mercy: Story of Dorothea Lynde Dix. New York: Messner, 1955.
Grades 6 and up. Warm, well-rounded portrait of woman who served as Superintendent of Army Nurses during the Civil War.

Bernard, Jacqueline. Journey Toward Freedom: The Story of Sojourner Truth. New York: Grosset and Dunlap, 1967. Also available in paperback.
Grades 5 and up. Born a slave in New York State, Sojourner Truth became an abolitionist and feminist crusader. During the Civil War, she raised funds to buy food for the members of a black regiment of Detroit. She also served as a nurse in Washington, D.C.

Booker, Simeon. Susie King Taylor: Civil War Nurse. New York: McGraw-Hill, 1969.
The experiences of the First South Carolina Volunteers, the first black men to fight in the Civil War, and of the woman who went with them as a nurse and teacher.

DeLeeuw, Adele. Civil War Nurse: Mary Ann Bickerdyke. New York: Messner, 1973.
"Mother Bickerdyke" insisted that soldiers receive good medical care. In order to provide it, she fought with the Army bureaucracy and was not afraid to go to the battlefield. Her fighting spirit is clearly evident in this excellent biography.

Freedman, Florence. Two Tickets to Freedom. New York: Simon and Schuster, 1971.
Grades 4-7. The Story of Ellen Craft, a fugitive slave and abolitionist. Gives a realistic and vivid picture of the era. Based on contemporary sources.

Grant, Matthew G. Clara Barton. Manakato, MN, Box 227: Creative Education Press, 1974.
Clara Barton organized nursing care during the Civil War. Generously illustrated, this biography has appeal for reluctant readers.

Johnston, Johanna. A Special Bravery. New York: Dodd, Mead & Co., 1967.
Stories in verse of brave black men and women in American history, including Harriet Tubman, who risked her life to help slaves escape during the Civil War. Excellent for reading aloud.

Lawrence, Jacob. Harriet and the Promised Land. New York: Simon and Schuster, 1968.
A ballad about Harriet Tubman. Beautiful illustrations.

Longsworth, Polly. I, Charlotte Forten, Black and Free. New York: Thomas Y. Crowell Co., 1970.
Biography of a free black woman from a well-to-do Philadelphia family who risked her life and freedom to go South during the Civil War to teach newly freed slaves. She met the men of the black regiment at Port Royal, South Carolina and sought permission to be their teacher.

Noble, Hollister. Woman with a Sword. Condensed and simplified by Ruth Adams Knight. New York: Garden City Books, 1954.
Biographical novel of Anna Ella Carroll of Maryland. Politician, lawyer, military strategist and secret agent, she is credited with developing the strategy that saved the Union during the Civil War.

Nolan, Jeannette Covert. Belle Boyd: Secret Agent. New York: Messner, 1967.
Spy and fund-raiser for the Confederacy during the Civil War. A heroic, assertive and intelligent woman.

Ortiz, Victoria. Sojourner Truth: A Self-Made Woman. Philadelphia, PA: Lippincott, 1975.
Born into slavery and mistreated by her masters, this courageous woman became a religious leader, public speaker, and ardent fighter for the rights of blacks and women. During the Civil War she raised money for black regiments, was a nurse and teacher.

Raber, Doris. Rose Greenhow: Spy for the Confederacy. New York: Putnam, 1968.
Grades 5-7. Good portrait of the Confederate spy. Gives an objective view of the Civil War. Depicts Greenhow as clever, manipulative and competent.

Sterling, Dorothy. Freedom Train: The Story of Harriet Tubman. New York: Doubleday, 1954.
Grades 6 and up. The "Moses of her people," Harriet Tubman was a spy, military leader, and nurse during the Civil War. She led hundreds of slaves to freedom on the underground railroad.

Swift, Hildegard. Railroad to Freedom. New York: Harcourt, 1932.
Grades 7 and up. Story of Harriet Tubman.

Wriston, Hildreth. Susan's Secret. New York: Farrar, 1957. Fiction.
A small girl discovers the secrets of her abolitionist parents and proves her worth by making an important trip by herself in the middle of the night.

WORLD WAR I

Burke, John. Winged Legend: The Life of Amelia Earhart. New York: Berkley Publishing Corp., 1970. Paperback.
Grades 7 and up. The story of Amelia Earhart's determination to become a pilot. Her willingness to take risks and her tragic death.

Grey, Elizabeth. Friends Within the Gates: The Story of Edith Cavell. Boston, MA: Houghton Mifflin, 1961.
Grades 5-9. Excellent biography. Cavell's early years as a nurse. Vividly depicts her efforts on behalf of the allies during World War I.

Noble, Iris. Nurse Around the World: Alice Fitzgerald. New York: Messner, 1964.
Grades 7 and up. Dramatic, inspiring profile. The story of the nursing profession in its early days. During World War I she organized hospitals throughout Europe.

Parlin, John. Amelia Earhart: Pioneer in the Sky. New Canaan, CT: Garrard, 1962.
Grades 2-5. Excellent account of the life of the aviator. Earhart's efforts are shown to have challenged other fliers, both men and women, to achieve greater success.

Pitrone, Jean Maddern. Trailblazer: Negro Nurse in the American Red Cross. New York: Harcourt, Brace and World, 1969.
Biography of Frances Elliot Davis, first black nurse in the American Red Cross. She fought prejudice in schools, hospitals and the Army Nurse Corps.

Reeder, Colonel. Bold Leaders of World War I. Boston, MA: Little Brown and Co., 1974.
Grades 5 and up. One of the bold leaders was Edith Cavell, British nurse and spy. She was executed by the Germans for helping Allied soldiers to escape from occupied Belgium.

Richard, Adrienne. Wings. Boston, MA: Little, Brown and Co., 1974.
Grades 6-12. Pip, growing up in the 1920's has no use for dolls: she wants to fly.

Ryder, Rowland. Edith Cavell. New York: Stein and Day, 1975.
A British nurse and spy, Edith Cavell was executed by the Germans in World War I. Before her death, she saved the lives of several hundred allied soldiers. This book has been exhaustively researched and the author sometimes dwells on boring and insignificant details. However, his description of Edith Cavell's calm dignity in the face of death is inspiring.

Seibert, Jerry. Amelia Earhart: First Lady of the Air. Boston, MA: Houghton Mifflin Company, 1960.
Grades 3-6. We were not able to obtain a copy for review.

WORLD WAR II

Brennan, Dan. Winged Victory. New York: Belmont-Tower, 1978.
Profile of Amy Johnson, Pioneer British Aviator. She volunteered as a pilot in World War II.

Fisher, Marquita. Jacqueline Cochran: First Lady of Flight. New Canaan, CT: Garrad, 1973.
Grades 3-5. Story of her life from early impoverished childhood to success as aviator and business woman. Head of the Women's Air Force Service Pilots (WASPs) during World War II.

Fleming, Alice. Reporters at War. Chicago, IL: Regnary (Contemporary Books), 1970.
Grades 5-9. Marguerite Higgins, World War II and Korean War correspondent profiled. The account reflects the courage and determination of Ms. Higgins.

Noble, Iris. Cameras and Courage: Margaret Bourke-White. New York: Messner, 1973.
In this excellent biography Bourke-White is portrayed as courageous, talented and fiercely independent. During World War II, she was the first woman to become an accredited war correspondent.

Noble, Iris. First Woman Ambulance Surgeon. New York: Messner, 1962.
Inspiring biography of Dr. Emily Dunning Barringer. During World War II she worked to see that female doctors got equal status with male doctors in the armed services.

Senesh, Hanah. Hanah Senesh: Her Life and Diary. New York: Schocken, 1972.
Parachutist who served in World War II.

Uchida, Yoshiko. Journey to Topaz: A Story of the Japanese-American Evacuation. New York: Scribner, 1971.
Story of 11-year-old Yuki, a Japanese-American girl, and her family during World War II. Although loyal American citizens, they are declared enemy aliens and put in an internment camp. Story based on author's personal experiences.

Van Voris, Jacqueline. Constance de Markievicz. Old Westbury, N.Y.: The Feminist Press, 1972. Order by writing the Feminist Press, P.O. Box 334, Old Westbury, New York, 11568.
Biography of a woman who fought for Irish independence.

Wayne, Kyra Petrovskaya. Shurite: A Story of the Siege of Leningrad. New York: Grosset, 1970.
A true story of World War II. The author's experience as a military nurse in a medical patrol unit, depicting her courage during the siege of Leningrad.

CONTEMPORARY

Emerson, G. "Hey Lady What Are You Doing Here?" McCalls. August 1971, p. 61.
Personal account of Gloria Emerson, award winning foreign correspondent who covered the Vietnam War.

Sharpe, Mitchell R. "It Is I, Sea Gull." Valentina Tereshkova, First Woman in Space. New York: Thomas Y. Crowell Co., 1975.
The life of the first woman astronaut. Many photographs and a detailed description of rigorous training.

BIBLIOGRAPHIES FOR FURTHER READING

Boston Area Women in Libraries. Tea and Muskets: A Bicentenniel Booklist. Boston, MA: 1976. (Copies available from: Boston Area W.I.L., P.O. Box 476, W. Somerville, MA 02144. $2.00 and self-addressed mailing label.)
Fiction for children grades K-8, set in America, from the earliest settlers to 1812. Books representing women in primary roles. Annotated.

Kulkin, Mary Ellen. Her Way. American Library Association, 1976. 50 E. Huron Street, Chicago, IL 60611. Tel. 312-944-6780.
Collection of 260 short profiles of notable women throughout history. Bibliography with each entry. Many of the women included participated in the military. Lists women by field of achievement and historical period. Excellent reference for finding "lost women," Entries written for young people. Lists books for young readers; gives grade level.

Rosenfelt, Dorothy Silverton. Strong Women: An Annotated Bibliography for the High School Classroom. Old Westbury, N.Y.: The Feminist Press, 1977. (Available for $1.75 from the Feminist Press, Box 344, Old Westbury, N.Y. 11568.)
More than 100 widely available paperbacks annotated for use by teachers and students. It is a selective bibliography emphasizing the accomplishments and strengths of women.

Silverman, Judith. Index to Young Readers Collective Biographies. New York: R. R. Bowker, 1975.

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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SELECTED BIBLIOGRAPHY ON CHOOSING A MILITARY CAREER

Material for Guidance Counselors

American Council on Education. Guide to the Evaluation of Education Experiences in the Armed Services. Washington, DC, 1976. Available from Publication Division, ACE, One Dupont Circle, Washington, DC, 20036. $7.50.

The purpose of this guide is to assist colleges and technical schools in determining the value of military training courses for awarding college credits. Lists all formal training courses given by every branch of the armed services. Describes each course, its purpose, location, and value in terms of college credits. Also lists each Military Occupational Speciality (MOS), describes duties performed and level of responsibility. This guide could be used by prospective enlistees to help select a career field. Most high school students would need assistance in using this book.

Angel, J.L. Matching Armed Forces Training to Civilian Jobs. World Trade Academy Press, 1974. Distributed by Simon & Schuster, Technical and Reference Book Division, 1 West 39th Street, New York, NY 10018.

Discusses the skills acquired in military training and their application to various civilian occupations.

Army Times Publishing Co. ROTC Commissions and Scholarships. At Your Service Report. Army Times Service Center, 475 School Street, SW, Washington, DC 20024.

Comprehensive information about the ROTC program. Includes list of all colleges which offer Army, Navy, or Air Force ROTC and states which are open to women.

Council of Chief State School Officers. Education/Military Liason Project. Educator's Guide to Military Career Resources. Washington, DC, 1976. Order from CCSSO, 1200 16th Street, NW, Washington, DC 20036.

A summary and evaluation of materials prepared by the military services for use in recruitment. All items are critiqued in terms of their usefulness, bias, and public relations content. This source is written for use by high school and college guidance counselors.

U.S. Department of Defense. Armed Forces Vocational Testing Group. Military-Civilian Occupational Source Book. 1975. Order from Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics, OSD, Washington, DC 20301.

Lists military jobs and relates them to civilian career fields.

U.S. Department of Defense. Profile. DOD High School News Service, Bldg. X-18, Naval Station, Norfolk, VA 23511.
Monthly magazine for high school and college students about opportunities in the armed forces. Subscriptions free to junior and senior high schools, colleges, universities, career centers, libraries and ROTC units. October 1976 issue contains comprehensive information on military careers in all branches of the armed forces.

Books for Young People

Calvery, J. The Naval Profession. New York: McGraw Hill, 1971.
A useful source of information on careers in the Navy, although it is not geared to women.

Compton, Grant. What Does a Coast Guardsman Do? New York: Dodd, 1968. Illustrated.
Grades 3-7. This book was written when the Coast Guard was virtually closed to women. If an explanation of current Coast Guard policy is provided by parents, teachers, or guidance counselors, this book can be useful to girls.

Fenton, D.X. Sea Careers: Jobs on the Waterways of the World. New York: J.B. Lippincott, 1970.
Describes careers in Navy, Coast Guard, Merchant Marine and their respective service academies. Written for boys. Should be read with the same caveats given for the books listed above.

Gurney, Clare and Gene Gurney. Women on the March. New York: Adelard-Schuman, 1975.
The only book on the military as a career written specifically for women. However, it is overly optimistic and does not describe the problems that women in the armed forces encounter. Photographs of military women, including minority women are incorporated, as well as a brief history of women in the armed forces. As some of the information presented is outdated, this work should be used in conjunction with other sources of information about the military.

McGonagle, Bob and Marquita McGonagle. Careers in Aviation in the Sky and on the Ground. New York: Lothrop, 1975.
Describes the duties of pilots, air traffic controllers, and other aviation career personnel. Includes information about the eudcation and training required, the work environment, as well as the disadvantages and advantages of each job. Useful resource because the training is free for many of the jobs described.

Medsger, Betty. Women at Work: A Photographic Documentary. New York: Sheed and Ward, 1975.
Excellent photographs of women in a wide variety of traditional and non-traditional occupations. Five military women with different jobs in various branches of the armed forces are pictured.

Palladian, Arthur. Careers in the Army. Early Career Books. Minneapolis: Lerner Publishers, forthcoming. Illustrated.
Grades 3-6. (Copies for review were not obtainable.)

_____. Careers in the Navy. Early Career Books. Minneapolis: Lerner Publishers, 1977. Illustrated.
Grades K-5. (Copies for review were not obtainable.)

Seed, Suzanne. Saturday's Child: 36 Women Talk About Their Jobs. Chicago: J. Phillip O'Hara, 1973.
Grades 4-12. Interviews and photographs of women in non-traditional jobs. Includes Jeanne Holm, the first women General in the Air Force.

U.S. Department of the Navy. Navy Careers: 1977-78. Washington, DC, 1977.
An annual publication which lists each Navy career open to enlisted personnel. Describes career prospects, work environment, tasks performed, and skills needed for each field, as well as the possibility of women entering the occupation.

Armed Forces Testing Program Aids

The following materials are used to study for enlistment and officer candidate tests. Before you invest $6.00 for one of these books, check to see if your local library has a copy. It is best to look the volume over and then decide if you want to own a copy.

Asta, Patricia and Linda Bernbach. Test Your Vocational Aptitude. New York: Arco Publishing Co., Inc., 1976.

ARCO Military Examination Series: The following volumes are published by the ARCO Publishing Co., Inc., 219 Park Avenue South, New York, NY 10003.

Practice for the Air Force Placement Tests, 1974.

Practice for Officer Candidate Tests, 1974.

Practice for the Armed Forces Tests, 1975.

Practice for the Army Classification & Placement: The Armed Services Vocational Aptitude Battery-Asvab, 1975.

Practice for the Navy's Basic Test Battery, 1974.

Magazine Articles

Air Force Magazine

Gates, Ed. "Widening Horizers for Air Force Women." January 1978. Order from Air Force Association, Suite 400, 1750 Pennsylvania Ave., NW, Washington, DC 20006. $1 per copy.

Ebony

Many articles on black women in the military including:

"Colonel is a Lady." December 1968.

"Mother is a Sergeant." October 1974.

"Women in the Service Academies." November 1976.

"They Take to the Sky: Bessie Colemen Aviators." May 1977.

ENCORE American and Worldwide News

Jones, Caroline R. "Making a Career out of the Military." June 23, 1975.
Opportunities for black women in the military.

Johnson, Patrice. "Cadet Benjamin Tries Her Wings." January 3, 1977.
Black woman is one of the first female cadets at the Air Force Academy.

For copies write to: ENCORE American and Worldwide News, Reprint Department, 515 Madison Avenue, New York, NY 10022. $1.50.

Engineering News Record

"Navy Opens Construction Ranks to Women." August 17, 1972.

Ladies Home Journal

Pogrebin, Letty C. "Working Woman." May 1973.
Military opportunities for women.

Newton, H. "Women at West Point." May 1976.

Mademoiselle

Calvert, C. "If You Think Your Country Owes You a Living, Here's How to Get It." March 1976.
Women in the service academies.

Duke, D. "Jobscope: The Army Reserve." October 1976.

Manpower

"Changing Patterns: Woman Air Force Machinist Finds Job a Lot Like Sewing." December 1974.

The title of this publication was changed to Worklife in 1976. Order back issues from the Employment and Training Administration, U.S. Department of Labor, 601 D Street, NW, Washington, DC 20213.

McCalls

Kagan, J. "Uncle Sam Wants You: Jobs in the Reserve Forces." April 1974.

Chan, J. "Coming Soon: Women in Space." April 1977.

Ms.

Stammell, M. "West Point Log: The Basic Training of Joan Smith." August 1977.

National Businesswoman

"Women in the Military." June 1978.
Brief, factual article giving overview of opportunities for women in the military, service academies, history, etc.

The magazine of the National Federation of Business and Professional Women, Inc. 2012 Massachusetts Avenue, NW, Washington, DC 20036. $1 per copy.

National Geographic

Ellis, Williams. "The Coast Guard: Small Service with a Big Mission." July 1974.
Write to the National Geographic Society, 17th and M Streets, NW, Washington, DC 20036 for ordering information.

New York Times Magazine

Lichtenstein, Grace. "Kill, Hate--Mutilate! Women at the Air Force Academy." September 5, 1976.

"How Women Are Faring at the Air Academy." September 11, 1977.

Occupational Outlook Quarterly

Stevenson, Gloria. "Women: Uncle Sam Wants You." Vol. 17. Winter 1973.
Order from Superintendent of Documents, Government Printing Office, Washington, DC 21402. $4 per year. Single copy $1.30.

Reader's Digest

Shelton, V.E. "Old Marine Discovers the New Army: ROTC Coeds." January 1977.

Saturday Evening Post

Allen, B. "Young, Successful and First: Naval Aviator." October 1974.

Robinson, K. "Ten Best Jobs for Women." November 1974.
Military service is one of the best jobs for women today.

The School Musicial Director and Teacher

"Karen Riale Becomes First Woman Member of the United States Air Force Band of Washington, DC." 44 (June/July 1973).
The clarinetist's background and work history are given.

Seventeen

Diendorfer, R.G. "New Military Careers for Women." March 1973.

Sanborn, M. "You're in the Navy Now!" November 1974.

Heffernan, C.F. "Look, the Mate's a Girl!" February 1976.

Eads, V. and K. Kinzler. "West Point Women." April 1977.

Spokeswoman

"Merchant Marine Academy Admits Women." February 15, 1974.
Copies from Spokeswomen, P.O. 2457, Falls Church, VA 22042.
Subscriptions $27 per year to institutions, $16 to individuals.

Today's Health

Wasley, A.E. "Move Over and Make Room for These Sisters!" October 1974.
Women in nontraditional jobs in the military.

This publication has been incorporated under the title Family Health.

The Times Magazine

Paulicka, Benedict. "The First Academy Women." February 12, 1975.
Cover article on the women at the Merchant Marine Academy. Many photographs.

Revel, Joseph. "WACS in Combat." In two parts. February 9 and 23, 1976.
Description of roles women are expected to play in the Army, including rigorous physical training, participation in field exercises and possible exposure to combat if there is another war.

The Times Magazine, cont.

ester Marianne. "The Coast Guard's First Women at Sea: A Photo Story." February 20, 1978.

For copies write to Managing Editor, The Times Magazine, Army Times Publishing Co., 475 School Street, SW, Washington, DC 20024.

U.S. Army Recruiting and Reenlistment Journal

Rose, Ann. "Just Call Me Soldier: A Look at Women Training Side by Side with Men." May and June 1978.
Two part series on Army Basic Training. For copies ask your local Army recruiter or write to: Comander, U.S. Army Recruiting Command, ATTN: USARCCS-PA (Journal), Fort Sheridan, IL 60037.

Womensports

Hogan, Candace Lyle. "Women in the Barracks: It's Not All Quiet on the West Point Front." June 1977.
Back issues available from Women's Sports Foundation, 1660 S. Amphlett Blvd. Suite 266, San Mateo, CA 94402.

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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KEY ADDRESSES TO WRITE FOR INFORMATION ON MILITARY SUBJECTS

I. Public Information Offices: For general information about the mission, purposes, history and responsibilities of each service.

ARMY - Public Information Office, Department of the Army, Washington, D.C. 20310

NAVY - Public Affairs Office, Department of the Navy, Washington, D.C. 20370

MARINE CORPS - Director of Information, HQ, U.S. Marine Corps, Washington, D.C. 20380

COAST GUARD - Public Affairs Division, HQ, U.S. Coast Guard, Washington, D.C. 20590

AIR FORCE - Office of Information, HQ, U.S. Air Force, Washington, D.C. 20330

II. Job Skills/Programs Information:

ARMY - Department of the Army, DAPE-ZXI, Pentagon Room 2E733, Washington, D.C. 20310

NAVY - Bureau of Naval Personnel, PERS-16, Navy Department, Washington, D.C. 20370

MARINE CORPS - HQ U.S. Marine Corps, Washington, D.C. 20380. Code MMRE-7.

COAST GUARD - G-APA/83PAQ, HQ, U.S. Coast Guard, Washington, D.C. 20590

AIR FORCE - AF/DPEI, Washington, D.C. 20330

III. Reserve Components

To find a reserve unit, look in the white pages of your telephone book under "U.S. Government." Then look for the name of the particular service you are interested in, such as "Naval Reserve," "Army Reserve," etc. Or ask your local armed forces recruiters to help you find a reserve unit. Or write to the addresses below:

ARMY - Army Reserve Opportunities, Department of the Army, DAAR-PE, Washington, D.C. 20310

NAVY - Naval Reserve, BUPERS, Department of the Navy, Washington, D.C. 20370

MARINE CORPS - Marine Corps Reserve, HQ, USMC,
Washington, D.C. 20380

COAST GUARD - U.S. Coast Guard Reserve, Washington, D.C. 20590
Coast Guard Opportunities, P.O. Box 1452, Scranton, PA 18501

AIR FORCE - ARPC/DPRA, Denver CO 80280

NATIONAL GUARD - National Guard Advertising Support Center, Edgewood, MD. Department of the Army and Air Force National Guard Bureau (NGB-10), Washington, D.C. 20310

Air National Guard, ANGSC/DPR, Mail Stop 18, Andrews Air Force Base, MD 20331, or contact your state Adjutant General.

IV. Service Academy Information

ARMY - Director of Admissions, U.S. Military Academy, West Point, NY 10996. Ask for special booklet on women.

NAVY - Superintendent (ATTN: Candidate Guidance), U.S. Naval Academy, Annapolis, MD 21402. Ask for pamphlet, "Women at Annapolis."

AIR FORCE - Director of Admissions, U.S. Air Force Academy, Colorado Springs, CO 80840. Ask for "A Guide for Women Students and High School Counselors."

COAST GUARD - Director of Admissions, U.S. Coast Guard Academy, New London, CT 06320.

MERCHANT MARINE - Admissions Office, U.S. Merchant Marine Academy, Kings Point, NY 11024.

V. State Maritime Academies

California Maritime Academy, P.O. Box 1392, Vallejo, CA 94590

Maine Maritime Academy, Castine, ME 04421

Massachusetts Maritime Academy, Buzzard Bay, MA 02532

State University of New York Maritime College, Fort Schuyler, Bronx, NY 10465

Texas Maritime Academy, Texas A & M, College Station, TX 77843

VI. Reserve Officer Training Corps Information

ARMY ROTC, Fort Monroe, VA 23651 or P.O. Box 12703, Philadelphia PA 19134. Ask about ROTC for nurses.

AIR FORCE ROTC, Maxwell Air Force Base, AL 36112
For nurses address: ATTN: AFROTC/SDR.

NAVAL ROTC, Commander, Navy Recruiting Command (Code 3141), 4015 Wilson Blvd., Arlington, VA 20380

MARINE CORPS, Option, Naval ROTC, Commandant, USMC, Code MMRE-6, Washington, D.C. 20380

VII. Military Medical Department

Write for information about Direct Commission Programs for nurses, medical doctors, dentists, optometrists, physical therapists, dieticians and other health care professionals.

ARMY - Office of the Surgeon General, Officer Procurement Branch, Department of the Army, Washington, D.C. 20314

AIR FORCE - HQ ACT/RSOS, Randolph Air Force Base, TX 78148

NAVY - Navy Department, Bureau of Medicine and Surgery (Code 35), Washington, D.C. 20372

PUBLIC HEALTH SERVICE - (Serves the Coast Guard) U.S. Public Health Service, NHSC Recruitment, Parklawn Bldg., Room 6-05, Rockville, MD 20857

VIII. Medical Scholarships

DEPARTMENT OF DEFENSE - Director of Admissions, Uniformed Services University of Health Sciences, 6917 Arlington Rd., Bethesda, MD 20014. This is a medical school to prepare doctors for careers in the military.

ARMY - Surgeon General, HQDA, ATTN: SGPE-PDO, Washington, D.C. 20314.

AIR FORCE - HQ ATC/RSOS, Randolph Air Force Base, TX 78148

NAVY - Bureau of Medicine and Surgery, Navy Department (Code 3714), Washington, D.C. 20372

PUBLIC HEALTH SERVICE - Commandant, (G-PMR), U.S. Coast Guard, Washington, D.C. 20590

IX. Opportunities for Lawyers

ARMY - OTJAG, DA, Washington, D.C. 20310

AIR FORCE - HQUSAF/JAEC, Washington, D.C. 20370

NAVY - Department of the Navy, JAG, BUPERS, Washington, D.C. 20370

MARINE CORPS - Director of Information, HQUSMC, Washington, D.C. 20380

COAST GUARD - Commandant (G-PMR-1), U.S. Coast Guard, Washington, D.C. 20590

X. Opportunities for Specialists: Persons with advanced degrees in fields such as physics, chemistry, engineering, biochemistry, etc.

Military Personnel Center, ATTN: DSPC-OPP-P, Hoffman Bldg., Eisenhower Ave., Alexandria, VA 22314

XI. Volunteer Military Programs

Civil Air Patrol (CAP), Maxwell Air Force Base, AL 36112

Coast Guard Auxiliary, Education Division, G-BAE/TP42, U.S. Coast Guard, Washirgton, D.C. 20590

Naval Sea Cadet Corps, 818 18th Street, N.W., Washington, D.C. 20006; or Chief of Naval Personnel, Navy Sea Cadet Corps Liaison Officer (NSCCLO), Washington, D.C. 20370

Or look for these programs in the white pages of your local telephone directory.

June 1979

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EVALUATION SHEET FOR MILITARY KIT

The staff and interns of WEAL Fund are always looking for ways to improve our kits and materials. In an effort to better serve our readers, we are asking for your feedback on this kit. Please fill out the following questionnaire, or send us your comments, criticisms and suggestions in a letter.

1. How did you learn of the WEAL Fund Military Kit?

2. How did you use the information in this kit?

3. Below is a list of subject areas included in this kit. Please indicate how you felt about our coverage of each of these topics (e.g. too superficial, adequate, overly technical):

   - Military Careers:

   - Issue Papers:

   - Bibliographies:

   - Action Ideas:

4. Which pieces in this packet do you think might be omitted from future WEAL Fund Military Kits?

5. What topics or resources would you recommend adding to future kits?

6. What is your opinion of the overall impact of this kit (e.g. overly broad, generally informative, good overview with adequate resources, too technical)?

7. In what ways has this kit been useful in assisting you to initiate efforts to combat sex discrimination in military programs in your area (e.g. ROTC)?

8. Any additional comments or suggestions?